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ABSTRACT

The purpose of this activity guide is to aid the home economics teacher to teach more successfully life and employment skills to special needs students. It offers suggestions for the home economics teacher with handicapped students to use to adapt teaching materials and/or facilities sufficiently to meet the goals of these special students. The guide is divided into four parts. The first part generalizes considerations for special needs students, delineates the objectives of the South Carolina Department of Education, and suggests strategies for development of Individualized Educational Plans. The second section describes the characteristics of various handicapping conditions (visual impairments; hearing impairments; speech impairments; learning disabilities; physical handicaps; educable, trainable, and profound mental handicaps; and emotional handicaps) and teaching/learning strategies to be used with students with these conditions. In the third section, activities are suggested for teaching special needs students skills in the following areas: child development, consumer education, clothing, grooming, nutrition and food use, self-concept, and careers. The fourth section lists resource persons, agencies, companies, and resource books.
(KC)

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HOME ECONOMICS
SPECIAL NEEDS ACTIVITY GUIDE

Prepared

by

Home Economics Education
Program Planning and Development Section
Office of Vocational Education
Dr. Moody Oswald, Director

Division of Instruction
Sidney B. Cooper, Jr.
Deputy Superintendent

South Carolina Department of Education
Dr. Charlie G. Williams
State Superintendent

Columbia, South Carolina

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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PREFACE

Providing vocational training to students with special needs requires the skill of more than one educational discipline. Handicapped students may need special instruction and adaptations or modifications of the vocational curriculum in order to benefit from vocational education. Vocational educators have knowledge in the training of vocational skills but many lack the experience or training to work with handicapped students. Special education teachers have training and experience in handicapping conditions and skill in the teaching of basic subjects. In most instances, however, they lack the experience or background to provide training in vocational areas. Cooperation among teachers and educational agencies is a vital link in providing an effective educational program for students with special needs.

The purpose of this publication is to aid the home economics teacher to more successfully teach personal life and employment skills to special needs students. Curriculum for special needs students must include realistic but challenging content, a variety of teaching strategies and assessment techniques geared to the strengths of the students.

Although the vocational goals for all students may be similar, the home economics teacher with handicapped students will find it necessary to adapt teaching materials and/or facilities sufficiently to meet the goals of these special students. This publication suggests modification which can be made by the teacher to help students develop personal living and employment skills.

These materials were prepared under the supervision of Dr. Brenda C. Compton, State Supervisor of Home Economics Education, and Martha Seawright, Home Economics Education Consultant.

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Sarah Dotson
Lancaster High School
Lancaster, S. C.

Audrey Stober
The Charles Lee Center
McCarthy School
Spartanburg, S. C.

Wanda Howell
A. C. Flora High School
Columbia, S. C.

Nancy B. Stroman
Irmo-Chapin Career
Education Center
Irmo, S. C.

Louise Rhyne
Floyd D. Johnson Vocational
Center
York, S. C.

Bettie Thomas
Murray Vocational Center
Charleston, S. C.

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INTRODUCTION

CONSIDERATIONS FOR SPECIAL NEEDS STUDENTS

The student with special needs is a person with the normal drives, needs, and wants. Due to a physical, mental or emotional handicap or an environmental deprivation, this student may require special consideration in order to cope with his/her special need and to live an independent and enriched life. The underlying purpose of this guide is to help handicapped students build positive self-concepts and life skills. HANDICAPPED PEOPLE ARE MORE LIKE OTHER PEOPLE THAN THEY ARE DIFFERENT FROM THEM.

The information is designed to aid the classroom teacher in identifying and working effectively with handicapped students, either in a regular class or a special class. When teaching students with special needs, it is helpful to know general characteristics of the special needs involved. Identification of these characteristics is not done for the purpose of labeling, but as an aid for the home economics teacher in planning teaching and learning strategies.

Many handicapped students have had limited opportunities to participate in experiences which have enabled them to develop social skills. Through the home economics instructional program many opportunities can be provided for the student to practice these social skills. Participation in the vocational student organization, Future Homemakers of America, where instruction in social skills can be given, should be encouraged.

The development of a positive self-concept has been identified as a major need for handicapped students. Students who may have experienced more failures than successes in their educational efforts will need help to develop this positive self-concept. Planning learning activities in content in logical sequence, from simple to more complex and with success factors built in, could help the handicapped students begin to see themselves in a different light. Developing skills and increasing the ability to be independent is a forward step in building positive self-images.

Many handicapped students have been deprived of daily living experiences in the family home such as working in the kitchen, utility room, workshop or garage. Participation in everyday community activities is frequently experienced on limited basis. Home economics teachers have a challenging opportunity to design experiences for daily living into the instructional program through laboratory sessions, community activities and projects, field trips and other learning situations.

Gaining the maximum degree of independence which the handicap will permit is a goal for the handicapped person. Through home economics, students can learn skills for clothing selection, construction, and care, laundry techniques, food preparation and planning, management of resources, home care, and other skills which enhance their ability to be independent.

Independence for the handicapped person also includes the ability to become employed. These students can learn the employability skills that are prerequisites to job training. The ability to think critically, make decisions, organize and follow through, helps prepare handicapped students for job training. Encouragement to develop the ability to be prompt, to manage their time effectively and to develop a positive attitude toward work further prepares them for beneficial occupational training. Career

opportunities as well as training for specific occupations can be introduced.

Awareness of these needs can help home economics teachers plan and implement programs designed to be responsive to handicapped students' inadequacies in these areas. Activities in this guide have been compiled to provide teachers with successful classroom techniques for handicapped students. It is stressed that these activities are not exhaustive but may be a framework from which to plan programs, ie, performance objectives, teaching strategies and learning experiences.

Students with special needs have been identified according to public law classifications. Classifications of handicapped pupils used in South Carolina and in this guide are:

1. Educable Mentally Handicapped - EMH
2. Trainable Mentally Handicapped - TMH
3. Profound Mentally Handicapped - PMH
4. Orthopedic Handicapped - OH
5. Deaf and Hearing Handicapped - HI
6. Blind and Visually Handicapped - VI
7. Emotionally Handicapped - EH
8. Learning Disabled - LD
9. Speech Handicapped - SH

OBJECTIVES OF THE SOUTH CAROLINA DEPARTMENT OF EDUCATION

All educational services for handicapped pupils are directed toward helping the student to become self-reliant. For many handicapped pupils,

this goal of self-reliance should include the attainment of skills that will lead toward financial independence.

Hence, the South Carolina Department of Education has set as a major objective the provision of an appropriate vocational education to all handicapped students of legal school age who are employable. This objective is in keeping with the position of the U. S. Office of Education which issued an official statement in July, 1978:

It is the position of the U. S. Office of Education that an appropriate comprehensive vocational education will be available and accessible to every handicapped person.

Three Major Laws Mandate Vocational Training for the Handicapped

Congress, aware of the current status of the employment opportunities for the handicapped, has enacted or revised three major laws to assist the handicapped in attaining marketable skills and becoming a part of the job market. While each of these laws addresses issues of job training for the handicapped, the focus of each law is directed toward a separate segment of the educational preparation of the handicapped for employment.

Public Law 94-142, the Education of the Handicapped Act, insures a free appropriate public education to all handicapped children. Included in its definition of special education is vocational education which is defined as:

...organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

Section 121a.14(C)(3)

Major provisions of the Rehabilitation Act of 1973, Public Law 93-112 (Section 504), protect the civil rights of the handicapped by providing equal opportunities in vocational preparation and employment, and prohibiting discrimination on the basis of physical and mental handicaps in all federally assisted programs:

A recipient (of federal funds) shall operate each program ... so that the program.... is readily accessible to handicapped persons.

Section 22(a)

Public law 94-482, the Vocational Education Act of 1963 as amended through 1976, is designated to prepare for employment all students who can benefit from vocational education. The issue of preparing the handicapped for employment has been addressed in this act. Recognizing that special accommodations may be needed to assist the handicapped in benefiting from vocational education, an allotment from vocational educational funds has been established for this purpose. The law states:

The State shall expend at least 10 per cent of the allotment under Section 102 (a) of the Act for handicapped persons as described in § 104.303 (a). The State shall use these funds to the maximum extent possible to assist handicapped persons to participate in regular vocational education programs.

Section 104.312

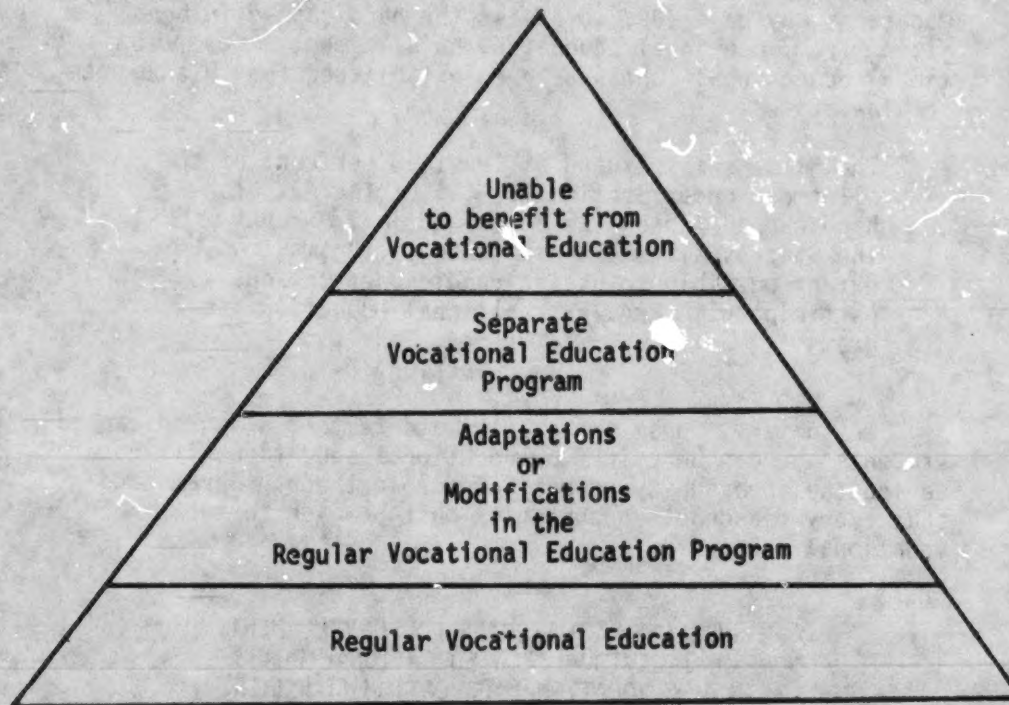
In summary, these three acts mandate that all handicapped students who can benefit from vocational education will not be denied the opportunity to participate in these programs and that every reasonable opportunity must be made to meet their vocational needs.

SUGGESTED STRATEGIES FOR DEVELOPMENT OF INDIVIDUALIZED EDUCATIONAL PLANS WITH A VOCATIONAL EDUCATION COMPONENT

Public laws 94-142, 94-482, and 93-112 require that vocational education be made available to all handicapped pupils who can benefit from it and, to the maximum extent possible, that handicapped pupils participate in the regular vocational education program. No specific guidelines for determining placement in a vocational program are included in the federal regulations which accompany these Acts. Rather, it is anticipated that in the development of an individual educational plan (IEP), vocational education will be addressed and an appropriate program planned.

Many handicapped pupils will be able to participate and benefit from the regular vocational education program. Some will need adaptations or modifications made in the regular vocational education programs. Others

will need a separate program. A few students will not be able to benefit from vocational education. On a continuum it may be viewed as below:



Planning for vocational education for handicapped pupils must begin with what handicapped pupils can do rather than with content areas. Special educators know handicapping conditions and the educational strengths and weaknesses of handicapped pupils; vocational educators know the skills that are required for specific vocational disciplines. Thus, knowledge from both disciplines mingled can ultimately determine what vocational education is appropriate, in what setting, and what adaptations are necessary.

In planning the vocational program for each handicapped pupil, it is critical that both vocational educators and special educators participate in the decision-making process. The procedures outlined follow the model,

Example A and are designed by the Office of Programs for the Handicapped to assist school districts and state operated programs with administrative procedures for the joint development of IEP's.

SPECIFIC STRATEGIES FOR IEP DEVELOPMENT

Step 1: Planning and assessment for vocational education - note: Step 1 is to be completed prior to the IEP conference.

Procedure: In preparation for the staffing/IEP meeting, it is recommended that special educators review each handicapped pupil's present level of functioning as a basis for a recommendation for the least restrictive vocational program model. A sample of questions is included to assist each district in developing its own review procedures. See Example B. When the review sheet has been completed, this information should be forwarded to the vocational education department.

Vocational educators, through counseling, interest inventories, and an assessment of individual needs, should prepare a recommendation for specific vocational skill training. Communication between vocational educators and special educators must be maintained during this planning/assessment time. A preliminary recommendation for an appropriate vocational program should not be inferred as a decision in advance; the rationale for a recommendation prior to the IEP conference allows specific and child centered discourse during the IEP conference.

Step 2: Placement decision and development of the IEP -

Procedure: These procedures have been developed for students who are already enrolled in a program for the handicapped; consequently, placement

as used here, refers to the decision to place a handicapped pupil into a vocational education program.

The decision-making process should be completed in an IEP/placement meeting. The IEP/placement meeting may be held in a number of ways but must culminate in an IEP; determinations for placement cannot be made until the IEP has been developed. Special education personnel, in arranging for the IEP conference, should contact the parents, pupil when appropriate, vocational educators, vocational rehabilitators, and any other personnel who can contribute in the preparation of the IEP.

Both vocational educators and special educators should present information to assist in determining an appropriate vocational program. If it is decided that regular vocational education without modifications or adaptations is appropriate, specific vocational education objectives are not required by IEP. A statement that the student is to participate in the regular vocational education is adequate. However, if any adjustments or support are needed, then the IEP must include vocational education objectives.

While special educators must assume responsibility for the development of the IEP, vocational educators must prepare or assist in the preparation of short-term vocational objectives.

Step 3: Implementing the IEP -

Procedure: Joint development of the IEP's has been stressed to insure that students receive appropriate vocational education placement. Through a continued cooperative effort in the implementation of

the IEP, a higher rate of success in vocational training can be expected.

While vocational educators have the responsibility of providing skill training as specified in the IEP, special educators must reinforce the vocational instruction in the special education program. Some examples for assistance are:

- 1- Including vocational terms in the reading vocabulary
- 2- Incorporating film, filmstrip, and other audio-visual aids that demonstrate techniques being taught in vocational education into the instructional program
- 3- Reviewing for tests
- 4- Providing vocational instructors with information relative to the individual's rate of learning and educational strengths and weaknesses
- 5- Giving tests orally to non-readers
- 6- Teaching math skills pertinent to vocational instruction

Step 4: Evaluating the effectiveness of the IEP

Procedure: Public law 94-142, §121a.346, requires evaluation procedures to determine pupil achievement toward attainment of specified objectives and, subsequently, the appropriateness of the IEP.

Special educators and vocational educators must evaluate the short-term objectives within their areas of responsibility. Objectives that have been written in behavioral or performance terms will have conditions for evaluation included. It is of extreme importance that evaluations are in consonance with the objectives.

Additionally, Public Law 94-142 requires that each IEP be updated and revised periodically. Through an established procedure for the development and revision of IEP's, the number of pupils who attain vocational skills that lead to employment can be increased.

MODEL FOR THE DEVELOPMENT
OF IEP'S WITH
A VOCATIONAL EDUCATION COMPONENT

RESPONSIBILITY OF
SPECIAL EDUCATION

Step 1

- A. Collect data for recommendation for the least restrictive vocational education program model.
- B. Analyze data collected by Vocational Education.

Step 2

- A. Arrange for IEP/ placement meeting(s).
- B. Assist in determining appropriate vocational education.
- C. Develop annual goals and short-term educational objectives.

Step 3

- A. Provide special education and support services.
- B. Reinforce vocational training.

Step 4

- A. Review other special education short-term objectives.
- B. Modify as needed.

RESPONSIBILITY OF
VOCATIONAL EDUCATION

Step 1

- A. Through assessment of vocational interests, needs and counseling collect data to recommend appropriate vocational skills training.
- B. Analyze data collected by Special Education.

Step 2

- A. Participate in determining appropriate vocational education.
- B. Specify short-term vocational education objectives if needed.

Step 3

- A. Provide vocational training as specified in the IEP.

Step 4

- A. Review vocational education short-term objectives.
- B. Modify as needed.

Planning and
Assessment
for
Vocational
Education



Placement
decision
and
development of
the
IEP



Implementing
the
IEP



Evaluating
the effectiveness
of the
IEP

**SAMPLE OF QUESTIONS TO BE ADDRESSED IN
DETERMINING VOCATIONAL EDUCATION NEEDS**

Example B

General Behavior

Good Adequate Poor

Can the student:

- | | | | |
|--|-------|-------|-------|
| 1. follow directions? | _____ | _____ | _____ |
| 2. stay on task for _____ minutes? | _____ | _____ | _____ |
| 3. work independently? | _____ | _____ | _____ |
| 4. relate well to adults? | _____ | _____ | _____ |
| 5. relate well to peers? | _____ | _____ | _____ |
| 6. conform to behavior of regular classroom? | _____ | _____ | _____ |
| 7. handle relatively stressful situations? | _____ | _____ | _____ |

Academic Achievement

Good Adequate Poor

Can the student:

- | | | | |
|--|-------|-------|-------|
| 1. read materials printed at a _____
grade level or above? | _____ | _____ | _____ |
| 2. perform basic mathematical compu-
tations including fractions,
linear measurements? | _____ | _____ | _____ |
| 3. take test without assistance? | _____ | _____ | _____ |
| 4. tell time? | _____ | _____ | _____ |
| 5. complete application forms
for employment? | _____ | _____ | _____ |

What would you estimate the highest occupational potential of this student to be?

- | | |
|---------------------------------|-------|
| 1. unable to hold a job | _____ |
| 2. work in a sheltered workshop | _____ |
| 3. unskilled labor | _____ |
| 4. semi-skilled labor | _____ |
| 5. skilled and trained work | _____ |
| 6. supervisory position | _____ |

Student will need special assistance because of:

1. visual impairment _____
2. hearing loss _____
3. severe intellectual deficiency _____
4. orthopedically impaired _____
5. serious educational deficit _____
6. personal adjustment _____
7. chronic health condition _____
8. Other _____

Recommendation for least restrictive vocational education program model:

1. regular vocational education _____
2. regular vocational education with adaptations or modifications _____
3. separate vocational program _____
4. vocational education is deemed inappropriate because _____

Reviewed by:

_____	_____
Name	Position
_____	_____
Name	Position
_____	_____
Name	Position

Date

Handicap Check List

If you were ever asked if you are handicapped, you probably answered, "No." It is quite rare for an individual to consider himself/herself as handicapped, but in a real sense we are all handicapped in some way. Persons who are normally classified as handicapped are not greatly different from you and me.

People who work with handicapped persons know that the first and the most difficult problem is to get the handicapped person to accept and understand the handicap as a reality. It is hard for any of us to recognize and accept a handicap, limitation or defect. The following check list may assist you in looking at possible handicaps. Put a check mark beside the items you feel might limit you in certain circumstances. Check only the items that apply to you personally.

- | | |
|--|---|
| ☐ Awkward | ☐ Painful joints |
| ☐ Bad reputation | ☐ Pessimist |
| ☐ Color blind | ☐ Poor locomotion |
| ☐ Drug dependent | ☐ Poor teeth or dentures |
| ☐ Emotionally dependent | ☐ Quick-tempered |
| ☐ Forgetful | ☐ Short |
| ☐ Hearing loss | ☐ Shy |
| ☐ Imperfect eyesight | ☐ Significant weakness |
| ☐ Intolerant | ☐ Stubborn |
| ☐ Low social status | ☐ Tall |
| ☐ Minority | ☐ Unattractive |

_____ Obese _____ Undereducated
_____ Often sick or ill _____ Unloved

These 26 handicaps are only representative of the many that might have been included. These 26 are sufficient to convey the idea that each of us is probably handicapped in some way and that these limitations could limit us in certain circumstances. However, most of us do not allow our defect(s) to seriously handicap us. But do you have an objective appraisal of how limiting your defect(s) might be? Even your best friends usually won't tell you for fear of hurting your feelings.

Certain defects or deficiencies can be more or less serious depending upon a number of factors:

- 1- our attitude toward it
- 2- our ability to recognize it and work around it
- 3- the kind of work we do
- 4- the presence of compensating strengths
- 5- how others and our culture react to our handicap

Handicapped? It will depend upon you.

BLIND AND VISUALLY HANDICAPPED

BLIND AND VISUALLY HANDICAPPED

DEFINITION:

According to PL 94-142, the visually handicapped are those with a sight problem which, even with correction, causes the student to do poorly in school. This category includes both blind students and those with partial sight.

1. Partially sighted - visual acuity 20/70 to 20/200 in the better eye after correction
2. Legally blind - visual acuity 20/200 or less in the better eye after best correction. Vision cannot be considered a major learning channel

CHARACTERISTICS:

Appearance of the eyes

1. Swollen or red-rimmed eyelids
2. Crusts near the lashes
3. Frequent sties
4. Unusual discharge from the eyes or along the lids
5. Eyes appear to wander when child tries to focus
6. Pupils of the eyes are of different sizes
7. Eyes that involuntarily move constantly
8. Drooping eyelids

Visual Behavior

1. Inability or difficulty in reading print, or necessity for very heavy lenses, may indicate poor vision.
2. Complaints of aches or pains in the eyes, excessive headaches, dizziness, or nausea after close eye work
3. Avoids close desk work
4. Tilts head
5. Holds book too close
6. Rubs eyes frequently
7. Blinks and squints eyes frequently
8. Runs into objects
9. Follows oral instructions better than written instructions
10. Undue sensitivity to light
11. Head thrust forward or body tense when viewing distant objects
12. Inattentiveness during reading; cannot read for long periods without tiring
13. Poor spacing in writing
14. Copies from board very slowly
15. Misforms letters in writing
16. Loses things easily

TEACHING/LEARNING STRATEGIES FOR VISUALLY HANDICAPPED

In teaching visually impaired students, the teacher must realize that vision might not be an acceptable channel for learning.

1. Adapt instruction so that the student may learn through the other senses:
 - a. Touch
 - b. Hearing
 1. Speaking 3. Verbal assignments 5. Class discussion
 2. Audiotapes 4. Oral tests
2. Allow extra time to work with the visually impaired student (up to 50%) and extra time for the student to complete work.
3. Visually impaired students are not necessarily deaf or mentally retarded. Don't shout when talking with them. Speak directly to the student in a normal tone of voice.
4. Orientation in the classroom is important. Explain location of major furniture. Give specific directions for finding equipment and supplies. Explain locations in relation to a clock, e.g. the pencil is at one o'clock and the ruler is at three o'clock.
5. Persons will be identified by voice. Identify yourself and fellow students until voices become familiar. Use of a consistent seating arrangement will help.
6. Expect all students to be as independent as possible don't allow pity or dependence.
7. Be sure to explain any visual learning experiences so that the student does not miss information that other students are learning. Include student for movies or filmstrips and explain or add information later.
8. Tactile skills are very important. Use textured letters and objects for vocabulary and other assignments. If students read braille, work through the school system or vision teacher to order braille materials. Equipment may need to be marked with tactile markings, using solder, labels with raised letters, or color coding and large letters for the partially sighted. Drops of white glue, staples, and different sized pieces of tape can also be used for some tactile markings.
9. Be conscious of visual clarity of reading materials. Black print on white paper provides the greatest contrast and allows easier reading. Avoid colored ink on colored paper. Use a large print typewriter or print with large letters for dittos. Check to be certain that duplicated material is clear.

10. Transfer as much work to auditory as possible, e.g. transcribe textbook information onto cassette tapes. Volunteer readers are a possibility.
11. Help students form a "mental blueprint" by letting students examine equipment and tools along with a verbal description.
12. Be organized. Introduce material systematically.
13. Encourage sighted and visually handicapped students to work in teams when possible.
14. Use the words "look" and "see."
15. Use voice tones to indicate approval or disapproval. Use a pat or a hug to show praise.
16. When possible, use real life items to demonstrate.
17. Allow student to use low vision aids, such as a magnifying glass.
18. Permit use of tape recorder, typewriter, or braille writer in your classroom.
19. Adapt materials and games by using tactile markings such as cord and tape. Lines on learning games can be marked with cord. Tape with different textures can be used for marking frequently used items.
20. Adequate light is a necessity. Poor light for a partially sighted student can interfere with their ability to perform.
21. Treat the blind student as much as possible like the sighted student. Discuss problems as they arise. Let the visually impaired student help decide how many changes and adaptations need to be made.
22. Do not grab hold of a visually impaired person to help. Ask if help is needed and how you can help.
23. Seat the visually impaired student near the chalkboard or other visual materials.

POSSIBLE PROBLEMS IN THE CLASSROOM FOR THE VISUALLY HANDICAPPED

1. Motor performance

Motor performance may appear to be awkward because the student cannot use sight to determine what is around him/her. Moving around in unfamiliar or crowded places may be particularly difficult.

2. Sociability problems

The student's self concept may be affected by the negative attitudes of others, as a result of ignorance and fear of dealing with visually impaired.

3. Perception and cognition

Perception and cognition can be limited by visual impairment. Blindness limits experiences, response to the environment, and contributes to less control of self in relation to the environment.

4. Training to develop the other senses is often difficult and lengthy, e.g. hearing becomes better trained but does not become more acute.
5. Special requirements for using visual materials are necessary for the partially sighted, e.g. print must be larger than normal, words written on the chalkboard must be large, and charts or graphs must be considerably larger than normally used.

SAFETY FOR THE VISUALLY IMPAIRED

1. Protruding objects should be eliminated.
2. Long asbestos gloves should be used for hot objects.
3. Heat resistant handles should be used.
4. Electrical cords should be out of the way.
5. Asbestos pads should be used as hot pads, when cooking.
6. Students should be notified of any change in the arrangement of furniture, equipment, and supplies.
7. Slightly raised lines around special or dangerous equipment will help to avoid accidents.
8. Keep any articles off the floor or out of the way that might cause the student to trip and fall.
9. Keep drawers closed to avoid running into them.
10. Wipe up at once any water or foods spilled on the floor.

HEARING IMPAIRED

HEARING IMPAIRED

The two basic categories of hearing handicaps are deaf and hearing impaired:

1. DEAF

- a. Definition - problems in understanding auditory information with or without a hearing device.
- b. Observable Characteristics
 - 1. Social difficulties
 - 2. Constant inattentiveness
 - 3. Cannot follow oral directions
 - 4. Talks too loudly or too softly
 - 5. Hyperactive
 - 6. Omits words or sounds when speaking
 - 7. Withdraws from group

2. HEARING IMPAIRED

- a. Definition- permanent or varying hearing problem not included in deaf definition
- b. Observable Characteristics
 - 1. Difficulty in following oral instructions
 - 2. Too loud or too soft speech
 - 3. Hyperactive behavior
 - 4. Seeming lack of interest (daydreaming or preoccupation)

TEACHING/LEARNING STRATEGIES FOR HEARING IMPAIRED

- 1. Use preferential seating.
- 2. Learn some basic sign language and finger-spelling skills.
- 3. Make student responsible for daily assignments.
- 4. Encourage student to repeat or ask questions before/after class.
- 5. Give student responsibilities in classroom - expect student to participate even if gradually.
- 6. Articulate naturally - exaggerated speech detracts - use simple noun-verb-object sentences.
- 7. Get attention of student before giving instructions
- 8. Tactfully orient classmates to special problems.

9. Encourage extracurricular activities.
10. Use visual aids.
11. Be at ease when speaking to student about special needs.
12. Provide for audiotapes to be taken home for the individual - tape information or tests. Student may respond orally or in writing.
13. Provide color coded visuals for measuring clothing and foods.
14. Work on becoming at ease when student has an interpreter. Use interpreter only as a "bridge." Speak directly to the student.
15. Encourage "show and tell."

SPEECH IMPAIRED

SPEECH IMPAIRED

Definition: Any speaking problem causing poor school work - stuttering, voice, or language impairments. (May also be combined with hearing and/or other handicaps.)

Observable Characteristics

1. Social adjustment problem
2. Unusually slow or rapid speech
3. Speech generally hard to understand
4. Speech has frequent distortions, omissions, substitution of sounds, and/or stuttering
5. Appears shy; rarely volunteers
6. May use gestures, pantomime

TEACHING/LEARNING STRATEGIES FOR SPEECH IMPAIRED

1. Use visual aids. Encourage student to use these and to verbalize what is seen.
2. Encourage student to repeat slowly.
3. Don't ask student to speak when performing another task.
4. Provide time for student to "find word" without supplying it.
5. Provide time to talk about personal happenings as well as class work.
6. Be cautious about correcting speech.
7. Don't accept gestures.
8. After activity, ask student to describe what he/she did.
9. Allow for silent reading.

ACTIVITIES FOR THE HEARING AND SPEECH IMPAIRED

Deaf, hearing, or speech impaired students may participate in activities planned for other students. However, provisions should be made for visual and/or auditory aids to emphasize or reinforce class activities. The teacher is encouraged to make tapes/visuals or obtain from resource lists when it would be helpful to the student.

LEARNING PROBLEMS OR DISABILITIES

LEARNING PROBLEMS OR DISABILITIES

Many individuals possessing average or above average ability as measured by I.Q. tests have marked difficulty in learning in specific areas or specific ways. This difficulty referred to as a learning problem or learning disability may go undiagnosed, but manifestations of the problem may be demonstrated in poor grades in school and/or various behavioral problems.

Learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantage.

The teacher who is cognizant of the characteristics of various learning problems is in a position not only to recognize the problem but to counteract the difficulties posed by the problem or disability through effective classroom management and adaptation of instruction to meet special needs.

These management and instructional techniques can also be effective in improving learning for the average learner because there is wide variation of ability within the normal range in every area of performance.

LEARNING DISABLED (LD)

1. ATTENTION

A. CHARACTERISTICS

1. Easily distracted by noise
2. Needs reduction of stimulation in order to perform adequately
3. Easily distracted by activity
4. Does not follow directions well; appears disinterested

5. May appear very active (can't sit still) or inactive (daydreams)
6. Asks to have questions repeated
7. Begins tasks willingly but doesn't complete work
8. Inconsistent performance
9. Knows everybody's business
10. Loses place in reading

B. TEACHING/LEARNING STRATEGIES

1. Reduce irrelevant stimuli, (i.e. posters).
2. Arrange desk so the student doesn't see much, angle toward corners, wall, etc. Allow use of study booth, carrel, office, cubicle, screen.
3. Shorten assignments, or block off assignments.
4. Background music may help.
5. Use multi-sensory approaches.
6. Increase power of relevant stimuli: experiments, manipulatives, teaching machines, colored markers, and underlining.
7. Develop a non-verbal attention reminder.
8. Use touch when speaking to the student or the student's group, or stand near the student.
9. Ask the student to look directly at you when giving instructions.
10. Use books without pictures or mask the pictures.
11. Discuss the problems with the student.
12. Do not add directions when the student is working on a task.

2. VISUAL PERCEPTION

A. CHARACTERISTICS

1. May hold head at peculiar angle, make facial distortions while reading.
2. Ignores charts, graphs, maps, pictures.
3. Can't describe what's happening in charts, graphs, maps, pictures.
4. Answers oral questions better than written questions.
5. Has difficulty copying from the chalkboard.
6. Poor reading and handwriting skills; reads word by word.
7. Can't stay on lines when writing or cutting.
8. Doesn't attend to details of visual information.
9. Touches things to understand them.
10. Mispronounces basic sight words.
11. Skips numbers and letters when copying.

12. Avoids books with small print; has problems with dictionaries and telephone books.
13. Loses possessions in desk, loses place while reading.
14. Follows line of print with finger or pencil.
15. Cannot catch a ball easily; reaches too high or too low.
16. Can't estimate distance.
17. Can't recognize letters, words, pictures when a part is missing.
18. Omits letters, words, numbers in written work.
19. May recognize words or signs but not in line of print or when style of type or color is changed.
20. Has difficulty locating places on maps, charts, graphs.
21. Has great difficulty using telephone book, or other small print reference materials.

B. TEACHING/LEARNING STRATEGIES

1. Communicate concepts and detailed information verbally.
2. Minimize use of crafts, maps, pictures, books for teaching content subjects.
3. Student may read better from large print books designed for visually impaired.
4. Allow use of marker, finger, pencil eraser, line or word slot while reading.
5. Select materials with space between lines, areas blocked off, minimum items per page.
6. Give short visual assignments, cut pages apart, block off areas on page for completion.
7. Tape or read tests; have student respond orally.
8. Always reinforce visual information with auditory information.
9. Allow time to copy from chalkboard.
10. Avoid distributing poor quality, wrinkled, duplicated copies with faint letters.
11. Leave a frame of blank wall around visual displays.

3. AUDITORY PERCEPTION

A. CHARACTERISTICS

1. Appears not to understand what is said.
2. Appears shy; may not respond when spoken to.
3. Speaks in short sentences or in phrases.

4. Says "huh" very often.
5. Too attentive when oral directions are given; watches the teacher's mouth.
6. May hold head at an odd angle when listening.
7. Can't follow directions; asks for repetitions or oral instructions.
8. Uses "mushy" speech, omits or misuses "little" words.
9. Responds in one-word sentences; may mispronounce words and have articulation problems.
10. Prefers to work at tasks requiring little listening.
11. Writes the wrong letter when teacher dictates.
12. Can't repeat jingles or nonsense words.
13. Can't spell or decode new words phonetically.
14. Has difficulty attending to teacher's voice and ignoring room noises.
15. Cannot hear words in songs.
16. Gets confused when several speak at once.
17. Can't understand radio or telephone if static interrupts.
18. Can't remember drill material presented orally.
19. May not recognize words if accented or if pitch or volume is changed.
20. May not understand speech if speaker is in movement or turns away.

B. TEACHING/LEARNING STRATEGIES

1. Use visual aids.
2. Offer visual cues; show as well as tell.
3. Encourage child to sub-vocalize: to tell what is being done, to reflect instructions. Speak distinctly and request a similar performance from the child. Speak slowly.
4. Do not use tapes or records as primary instruction media.
5. Give short listening assignments if necessary.
6. Avoid activities where success is dependent on auditory skills, such as, spell-downs.
7. Seat student near teacher, assign a buddy to repeat assignments in short sentences or to write down assignments given orally.
8. Speak in clear, simple noun-verb-object sentences.
9. Pause between sentences to allow processing.

4. SPATIAL ORIENTATION

A. CHARACTERISTICS

1. Touches walls when walking through the hallways; likes to sit near walls.
2. Poor ball handling, falls over things, spills, misses in tagged games.
3. Poor judge of body's position in relation to objects: falls over things, bumps things, trips.
4. Can't judge the size of things in space, distance.
5. Poor writer (words out of line, runs together, may write off the edge of the paper).
6. May have no hand or foot preference: throws and kicks changing leg or hand.
7. Confuses letters b,d; g,q; s,z; etc. (Reversals in writing also may be sequential memory problems.)
8. May reverse letters, words, lines of writing.
9. Confuses left-right, up-down, forward-backward; words such as between, beside, after.
10. Has problems carrying out directions as, "Put name in upper left hand corner."
11. Can't move attention from one object in space to another without becoming disoriented.
12. Difficulty developing arithmetic concepts related to size, quantity, grouping.
13. Has difficulty spacing handwriting; columns, rows and portions of numbers; numbering for spelling.
14. Confuses directions, gets lost in school, in neighborhood, when driving a car.
15. Shows extreme care in sitting down, moving about room.
16. Has difficulty interpreting maps, graphs, shop patterns, sewing instructions.
17. Ruins materials, books, etc, by trying to put into too small a space.
18. Is late for class; can't find rooms.
19. Can't determine location of sounds.
20. May have problems telling time because of spacing on clock, before and after the hour.

B. TEACHING/LEARNING STRATEGIES

1. Provide a sample page already "headed."
2. Provide a sample alphabet card for reference.
3. Allow use of lined paper.
4. Graph paper may help student keep math figures in correct columns.
5. Provide extra movement space around the desk.

6. Touch typing is often very helpful for these students.
7. Encourage use of 3-dimensional maps.
8. Student may need to find rooms in building before other students arrive.
9. Directions that involve a series of movements or locations may need a "walk-through."

5. MEMORY AND SEQUENCING-GENERAL

A. CHARACTERISTICS

1. Loses things; forgets materials learned the previous day.
2. Poor spelling, reading arithmetic computations; forgets rules; grammar and punctuation.
3. Forgets how to hold a pencil.
4. Late for gym, lunch, music, recess or forgets to go altogether.
5. May deal well with concepts and forgets details, forgets the names of objects.

B. TEACHING/LEARNING STRATEGIES

1. Provide tasks requiring few instructions to remember. All multiple instructions may need to be written.
2. Begin rote learning tasks with a few items only.
3. Use material if it is to be retained. If there is no logical use, review periodically.
4. Arrange non-sequential rote items in some logical order or alphabetize. Teach items in this order.
5. Make up memory "jarring" connections such as "the first President didn't have a washing machine. He asked his wife, 'Is the washing done?' (Washington). What was the President's name?" Next time the student will make the connection.
6. Classroom rules must be simple and consistently applied.
7. Ask the poor memory student questions dealing with the main idea and avoid rote detail questions.
8. Allow time between questions and answers for the student to make "funny" connections.
9. Provide many language experiences to develop vocabulary.
10. Present bits of information in such a way as to accentuate differences in characteristics.

11. Arouse the student's attention by presenting the same information in slightly different contexts or with different cues.
12. Have the student make an observable response preferably writing while saying the material to be remembered.

6. MEMORY AND SEQUENCING VISUAL

A. CHARACTERISTICS

1. Can't proof-read for misspellings.
2. Misforms letters in writing.
3. Recognizes a word one day and not the next.
4. Cannot reproduce object, pattern, sequence of letters from a withdrawn pattern.
5. Copies from board very slowly.
6. Can't recognize states or countries from an outline; poor map skills.
7. Doesn't know Presidents' names, capitals of states, science and math formulas, grammar rules.
8. Loses things, gets lost.

B. TEACHING/LEARNING STRATEGIES

1. Permit student to use auditory cues.
2. Use audio-visual aids.
3. Don't rely on reading to gain facts.
4. Verbalize spelling words for practice.
5. Verbalize written instructions.
6. Review previous day's work to reinforce learning.
7. Memorize in small visual blocks.

7. MEMORY AND SEQUENCING AUDITORY

A. CHARACTERISTICS

1. Can't remember what is heard.
2. Mispronounces common words.
3. Can't write from dictation.
4. Can't memorize multiplication tables.
5. Difficulty remembering months of the year, days of the week, the year.
6. Can't remember simple poems, commercials, words of song, name of TV stars.
7. May not know address, telephone number, the correct President.
8. Can't remember instructions, "forgets."
9. Can't remember sequence of rules in games.

10. Forgets peoples' names, dates, sequences of events in lectures.
11. Can't get phone messages right.
12. Has small vocabulary unless student is a good reader; can't remember the desired word to use in conversation.

B. TEACHING/LEARNING STRATEGIES

1. Position the student in front of room.
2. Review material learned previous day; provide for transfer and reinforcement of learning.
3. Provide tasks requiring brief directions.
4. Write directions on the board, ask concept questions instead of drill questions.
5. Have student repeat directions for another student.
6. Permit use of visual cues.
7. Have student write while memorizing.
8. Use cues and gimmicks.
9. Arrange rote material in some logical order.
10. Use music or rhythm patterns.
11. Allow aids and devices.
12. Don't rely on lecture techniques.

8. ORGANIZATION

A. CHARACTERISTICS

1. Can't decide where, when or on which part to begin a task.
2. Has a messy desk, clothes, papers, loses work, pencils, paper.
3. Doesn't complete work on time.
4. Does inconsistent work (some too carefully done, some sloppy); some good one day, poor the next.
5. Can't choose or make decisions; can't decide what to eat, wear, or do.
6. Doesn't space work on paper, poorly organized. Work may be all crowded into one corner.
7. Difficulty with 2 and 3-step arithmetic problems.

8. Can't organize motor patterns.
9. Can't organize visual and/or auditory input interfering with ability to understand information or events.
10. Numerals in computation problems may be placed in wrong or non-existent columns.
11. Rambles in speech. Doesn't express ideas in an organized manner.
12. May focus on one item or idea and ignore "the big picture" impairing concept information.
13. Limited ability to plan ahead, achieving goals step by step.
14. Can't budget money. Runs out before the end of the month.
15. Doesn't trust organizing ability and will over-plan for simple events.
16. Disorganization may increase with abstract nature of task.
17. May have problems understanding how a motor runs, sociological patterns, or steps in a diagram.
18. Ability to reason is usually severely impaired.

B. TEACHING/LEARNING STRATEGIES.

1. Use faint line graph paper for arithmetic computation problems or use dark line graph paper under regular sheet for writing.
2. Have student leave every other line blank in writing.
3. Have sample organized page laminated for student to keep on desk; includes heading, date, name, columns, sample paragraph form.
4. Mark off paper for arithmetic problems into squares or rectangles. Each problem goes into its own box.
5. Establish firm rules. Consistently adhere to established rules. Be sure students understand consequences.
6. Structure daily schedule and length of tasks. Provide routines.
7. Reduce choices in instructional tasks; no open ended assignments.
8. Provide opportunities for choice in non-instructional situations.
9. Provide comparing, categorizing, sorting information.
10. Provide concrete assignments and monitor progress.
11. Set specific objectives for and with the student; divide longer tasks into sub-objectives, assign priorities.
12. Break down directions into short parts giving only one part at a time.

13. Keep the environment free from distracting stimulation.
14. Keep the emotional climate calm and definite.
15. Watch for signs of early frustrations.
16. Do not postpone reinforcement/grades.
17. Explain and give directions in simple terms. Once you have given an explanation or direction, do not change your wording when you repeat it.
18. Avoid timed tests.
19. Develop a standard routine.
20. Expect to see day to day (or minute to minute) fluctuations in performance.
21. The speed of thought processing is vastly different with these students. The teacher should be aware of this and make necessary allowances by speaking slowly, in thought units, and checking comprehension.

9. CONCEPT FORMATION

A. CHARACTERISTICS

1. Can't categorize words or pictures as herbs, cold things, forms of transportation.
2. Misinterprets what is seen, heard, read.
3. Doesn't "Get" the joke or riddle. Gets hurt by innuendoes, gestures, facial grimaces and laughter.
4. Classifies by noting odd relationship: may classify a car as a building because it has windows.
5. Can't select words or objects that go together, i.e. bread-butter, lock-key.
6. May have difficulty changing classifications, e.g., sorts by size can't resort by use.
7. May have problems with discovering which story problems are subtraction, which products are from China.
8. Learns to read or understand words such as "tree" easier than words such as "this."
9. Can perform calculations but is poor at story problems.
10. Uses fingers to count, add, etc.
11. Learns more easily through pictures, movies, than through reading or listening.
12. Has problems with concepts such as "honesty."
13. Can label objects but can't explain their use, value, or classification.
14. Can do more things than expected.
15. Gives foolish answers.

16. Mispronounces common words, omits words in sentences, uses poor syntax, misuses verb endings and verb forms inconsistent with family patterns.
17. May sub-vocalize questions before answering or wait an unusual time.

B. TEACHING/LEARNING STRATEGIES

1. Provide concrete objects to introduce meanings of written or spoken words.
2. Point to and name objects. Discuss uses, classifications.
3. Don't assume student has categorized for science or social studies.
4. Allow student to do projects rather than make oral or written reports.
5. Accept concrete answers but also supply abstract ones.
6. Use realistic pictures, line drawings instead of maps and graphs.
7. Encourage use of dot, pictures, etc., in solving problems. Withdraw as the student is able.
8. Allow ample time for responses.
9. Provide concrete examples, if possible, when introducing vocabulary.
10. When developing tests, use complete questions.
11. Be directive in instructions. Avoid "Let's put this together" if the student is to do it alone.
12. Speak distinctly in short, one-concept sentences.
13. Have the student repeat instructions or tell main idea in own words.
14. Make lists, outlines or etc., on board during a lecture, or have information prepared on charts.

10. GENERALIZING

A. CHARACTERISTICS

1. Can't anticipate the outcomes of actions.
2. Gives illogical answers, does silly things.
3. Has developed limited or incomplete concepts; has problems classifying and categorizing.

4. Can't apply learned rules to new games; must have it all explained again in a new setting.
5. Can't decide which computation process to use.
6. Applies learned rules to all similar situations regardless of appropriateness, i.e. all arithmetic problems with "all together" are addition, problems with "less" are subtractions.
7. Doesn't transfer learned rules where appropriate. Doesn't hit in classroom but hits in hall.
8. Can't make social judgments.
9. Doesn't learn incidentally by observation.
10. Will use proper capitalization, punctuation, verb forms on practice papers, but not apply in writing letters.
11. Is literal minded. Doesn't deal well with innuendo, figures of speech, non-verbal clues.
12. Impaired decision making, particularly when confronted by several choices.
13. Slow to respond, needs time to "mull it over."
14. Can learn more easily with concrete examples than with abstractions.
15. May be a fluent oral reader with poor comprehension.
16. Can't make up a story about a picture but can label objects.
17. May not apply problem examples worked in textbooks to life application.

B. TEACHING/LEARNING STRATEGIES

1. Allow time between question and answer. Speak clearly and slowly.
2. Keep classroom rules simple and consistently applied.
3. Analyze situations in terms of meaning to the student. You will need to interpret some situations. Explain what the results of certain actions will be.
4. Do not use innuendo or non-verbal cues (unless you explain them first).
5. Teach figures of speech.
6. Make no assumptions regarding what a student knows. Students will not learn by observation if they can't generalize from others to themselves.
7. Prepare students for new experiences. Tell them where they will sit, when they can talk, when they will have to wait. Similar situations from last year may not transfer to even slightly different situations.
8. Teach how to apply classroom learning to life experience; role play.

9. Skills may need to be taught until automatic. The student may not be able to learn why.
10. Give student a written question to think about before reciting in class.

11. DISINHIBITION

A. CHARACTERISTICS

1. Makes impulsive decisions which may be regretted later; constantly demanding.
2. Can't delay gratification; acts to get satisfied without thought to results.
3. Speaks out in class; may give inappropriate responses not related to the question.
4. Writes the first number that comes to mind for a calculation; won't check answers.
5. Guesses words when reading; won't use phonetic skills or work from context.
6. Quick mood changes. Slight incidents may cause laughing, crying or tantrums which end as quickly as they began.
7. May appear anti-social. However, behavior is for personal satisfaction, not out of a desire to injure.
8. Often lacks fear and seems heedless of danger; accident prone.
9. Has little regard for personal possessions; looks through teacher's desk, borrows without asking.
10. Scribbles all over paper if not successful at once.
11. Can't resist touching people and handling objects.
12. If angered, may strike without thinking.
13. Pushes to head of line, wants the biggest place.
14. Throws too hard, taps too hard in games, runs into people.
15. Has few friends.

B. TEACHING/LEARNING STRATEGIES

1. Do not postpone rewards. Use small rewards often for small pieces of good behavior.
2. Discuss unusual events such as field trips, assemblies and class visitors. Explain how student is to behave. Explain how other people will behave. Try to anticipate possible problems and provide solutions. Do this the day of the event.
3. Structure class activities for consistency on day-to-day basis.
4. Establish firm rules, consistently adhere to established rules. Be sure students understand consequences.
5. If the student refuses to do work, provide a five minute cooling off period. Present a similar task.

6. Be sure work is within success potential of the student. Don't allow participation in another activity until task is completed.
7. Seat the student away from major traffic patterns, at one side of room.
8. Annoying behavior that does not interfere with learning or others' learning should be ignored.
9. Reduce opportunities for choice. Increase choices upon demonstration of capability.
10. Schedule all time. Don't say, "Find something to do"; the student will find something inappropriate to do.
11. Engineer situations requiring progressively longer waiting periods.
12. Be directive. Do not ask, "Would you like to read this?" if you mean "Read page 12."
13. If the student swears, give a substitute list of words.
14. Don't argue if you are sure your judgment is correct. Say no, do not respond further. Stop interaction and walk away.
15. Talk with the student about snap judgments. Use standard behavior modification, contracting.
16. Provide a time out place where the student can go when the student feels behavior is becoming uncontrollable.

12. HYPERACTIVITY

A. CHARACTERISTICS

1. Talks loudly, rapidly, and often.
2. Has unusual energy; needs less sleep than average.
3. Touches, taps, pats, can't sit still, cracks knuckles, hums.
4. Wears out clothes and shoes; no hand-me-downs.
5. May get up and walk around the room for no apparent purpose.
6. Changes the subject often when speaking. Introduces off-the-subject information into conversation.
7. Day-dreams.
8. Doesn't finish work; doesn't hear directions.
9. Can't sit still and watch TV, listen to a story, or play a long game.
10. Butts into conversations, speaks out in class without permission.
11. Impulsive buyer; can't save money.
12. Can't wait for a turn, wait for a surprise, or a special event.

13. Can't keep secrets; tells lies.
14. Sassses, lacks tact, is rude.
15. Stands beside seat, leans on desk, sits at edge of seat, lies on the floor, rocks in seat.
16. Can give correct answers when teacher reads test but can't sit down and put answers on paper.
17. Accident prone. Has many bumps and bruises.
18. May be aggressive and irritable; restless and easily distracted.
19. May be listening to instruction even though looking away, fiddling with papers.

B. TEACHING/LEARNING STRATEGIES

1. Accept a higher level of activity from this student.
2. Observe the student and discover those conditions that appear to trigger hyperactive behavior.
3. Provide appropriate times to burn up energy in vigorous activities.
4. Prepare the student for unusual events immediately before their occurrence. Discuss exactly what will happen, how to behave, where to stand, when to talk, etc.
5. Use time-out for punishment. If student becomes upset, remove from situation. Don't expect "shaping-up" or "calming down" while the student continues to participate.
6. "Catch" and reward the student for appropriate behavior. Find activities in which the student can succeed.
7. Get the student's attention before giving instructions. Establish eye contact, touch the student, use gestures, demonstrate. Have student repeat directions.
8. Alternate sitting and moving activities. Divide task into small parts and reward completion of each part.
9. Reduce stress by matching expectations to student's ability to perform.
10. Reduce choices for student. You may need to specify the sequences of performing a task.
11. Establish a few rules by priority and hold to them consistently. You will probably need to discuss this student's problems with classmates.
12. Establish routine schedules for the day, for activities.
13. Provide a sanctuary where the student can work away from distractions. Background music may be helpful.

14. Avoid team games. Individual or pair games and activities will reduce excitability.
15. Don't expect neat papers with good writing. Provide strong paper and a gum eraser. Impulsiveness will cause carelessness so the student needs to be trained to check work.
16. Keep money, matches, tacks, etc. out of sight and casual touch.
17. Reduce distractions, visual and auditory.
18. Channel annoying behavior into more acceptable behavior. Ask students not to tap desk with pencil but to tap fingertips together. (Then don't watch).
19. Keep time and timbre of your voice muted.
20. If medication is prescribed, keep parents informed.
21. Use behavior checklist, contracting, other behavior management controls. Involve the student in personal improvement.
22. Eliminate objects which can be played with. Clear top and inside of desk if necessary.
23. There is some evidence that hyperactivity may be an allergic reaction.
24. Do not look for rapid improvement.
25. Set oven timer for 5 minutes. Reward student for staying in seat and/or working for that time. Increase time gradually.
26. Avoid activities with a time deadline.
27. If student roams room, reward when student stays near desk, then reward if the student stays within arms length of desk, then touching seat, etc.

13. PERSEVERATION

A. CHARACTERISTICS

1. Has difficulty shifting from one assignment to another.
2. May give the same answer to several questions although it is no longer correct.
3. Doodles along the edge and back of papers.
4. May draw pictures of an object for days.
5. Attends to repetitive behavior such as pulling string, tapping appears fascinating.

6. Makes funny repetitive sounds with tongue, legs, teeth; prolonged laughter.
7. Art work will evidence repetitions of one figure.
8. May persevere in doing nothing.
9. Can't calm down after recess.
10. Has difficulty changing from addition to subtraction calculations.
11. On tests may repeat previous answers.
12. Writing may continue off the edge of paper.

B. TEACHING/LEARNING STRATEGIES

1. Provide cues to interrupt perseverative behavior. (bells, taps, touches, light flicks)
2. Have student change seats when beginning a new task.
3. Group similar types and questions together, as all true-false. Put a row of stars or heavy black line between types of questions.
4. Seat student away from major traffic patterns, at side of room.
5. Annoying behavior that does not interfere with learning or others' learning should be ignored.
6. Reduce opportunities for choice. Increase as the student becomes capable.
7. Schedule all the student's time. Don't say, "Find something to do." The student will!
8. Engineer situations requiring progressively longer waiting periods.
9. Be directive. Do not ask, "Would you like to read this?" if you mean "Read page 12."
10. If the student swears, give substitute list of words.
11. Do not argue if you are sure your judgment is correct. Say "No," do not further respond. Stop interaction and walk away.
12. Talk with the student about "snap judgments" problem. Take base-line of one behavior. Use standard behavior modification, contracting.
14. Provide a "timeout" place where the student can go when the student feels behavior is becoming uncontrollable.

14. INSTABILITY OF PERFORMANCE

A. CHARACTERISTICS

1. The student may appear alert and capable at one time, clumsy and sluggish at others.
2. Forgets information known before.
3. Inconsistent behavior may appear day to day, hour to hour, subject to subject.
4. The student may be agreeable and cooperative one day, aggressive and antagonistic the next.
5. The student may do well in social studies and poorly in arithmetic; reversed the next day.
6. May respond to positive reinforcement at one time, be unconcerned the next.
7. The student may appear to like you one day and dislike you the next.

B. TEACHING/LEARNING STRATEGIES

1. Use standard behavior management techniques. Ignore inappropriate reactions.
2. Establish firm rules and apply them consistently.
3. Be consistent in your response to the student; avoid reacting personally.
4. There is considerable evidence that severe mood changes may be allergic reactions to specific foods or food additives. Chocolate, refined sugar are suspected.
5. Study the situation. Try to discover environmental contributors that may be manipulated to reduce changes.

15. GROSS MOTOR

A. CHARACTERISTICS

1. Appears clumsy in general movement, poor dancer.
2. May be a poor writer, typist, musician.
3. Is often a pencil dropper, paint spiller, etc.
4. May have poor posture, toes in, toes out, etc.
5. May be excessively restless.
6. Touches the wall when walking in halls.
7. Dress may appear sloppy.
8. Avoids physical games; is the last student chosen for teams.
9. Has difficulty remembering right from left.
10. Poor ball handling (reaching too high or too low, tripping).
11. Poor judge of distance, bumps into and falls over, etc.
12. May have poor muscle tone.
13. May have no dominant hand preference.
14. Loses balance when eyes are shut.

15. May use tongue to guide physical movements.
16. May be unable to move each arm or leg independently, or in conjunction, or in sequence. Cannot do "jumping jacks."

B. TEACHING/LEARNING STRATEGIES

1. Avoid physical games of competition with other students. Encourage exercises.
2. Allow extra time to complete activities.
3. Seat the student at corner of room, place in back row at end of line in gym.
4. Do not require speaking and physical movement concurrently.
5. Avoid timed physical activities.
6. Allow time for student to repeat the activity silently before performing it.
7. Most recorded activities will progress too fast for these students.
8. Allow run-through time before beginning games.

16. FINE MOTOR

A. CHARACTERISTICS

1. Has problems with buttoning, zipping, typing. Is always last to complete work and last back from outside activities.
2. May know how to spell words but can't write clearly or rapidly enough to complete words: gets behind.
3. Has problems turning pages of a book, holding the pencil.
4. Can't seem to get hold of books in the desk, get the tool or nail out of the container.
5. Has problems learning to type, hold tools, measure and pour, play the piano.
6. Has sloppy eating habits, has sloppy appearance (shirt tail out, unbuttoned, dirty).
7. Tires quickly on paper-pencil tasks.
8. Has problems in ball handling, picking up items with fingers instead of whole hand.

B. TEACHING/LEARNING STRATEGIES

1. Allow extra time to complete activities. Start this student first.
2. Accept less than perfect letter formation.
3. Allow student to use most efficient mode of written communication: manuscript, cursive, or typing.

4. Avoid timed activities which increase tension on arm muscles and create poor writing.
5. Avoid or alter activities which require fine motor skills such as hand sewing.

17. LANGUAGE

A. CHARACTERISTICS

1. May exhibit poor grammar and syntax omitting verb endings and transposing words.
2. Appears shy; speaks only when spoken to, rarely volunteers in class discussion.
3. Responds in one word or a phrase; can't express self in a complete sentence.
4. May evidence articulation errors, infantile speech, drops word endings, adds letters.
5. Can't remember the word; may forget how to form the word.
6. May use gestures and pantomime, facial expressions to communicate.
7. May have problems imitating words.
8. May talk a lot but express few ideas, may "ramble" or express ideas out of sequence.
9. May talk too softly, too loudly; may verbalize thought very slowly.
10. Often seems brighter than tests show.
11. Has difficulty describing persons, places, things.
12. May be able to select an object when told, but can't name the pictures when given the picture.
13. May be able to show what can be done with a hammer but does not describe it or its use.
14. Reads better silently than orally.
15. May use word substitutes such as: stuff, junk, things, watchamacallit, gismo.
16. May recognize correct sentence structure in grammar lesson but not be able to produce a sentence.
17. May use telegraph speech, "Did - me - go - car."
18. May be able to formulate language in written form but not oral.

B. TEACHING/LEARNING ACTIVITIES

1. Don't ask the student to speak when performing another task.
2. Provide time and opportunities for oral response without pressure, don't continually supply the word without giving time to "find it."
3. Provide time to talk about personal happenings as well as class work.
4. Encourage short oral reports with notes. Allow written reports if necessary.

5. Accept what the student says. Be cautious about correcting speech. Provide a good model.
6. Describe a picture. Have the student repeat your sentences. Add own sentences.
7. Discourage one-word answers. Ask the student why, how, when, tell me more.
8. Let the student record voice. Play it back, praise.
9. Show a picture, have the student repeat sentences emphasizing verb tense, or prepositions or plurals, etc.
10. Pair the student with another student for projects. Plan with another student to encourage verbalization: as questions, etc. Use the student who will be a good language model.

ORTHOPEDICALLY OR PHYSICALLY HANDICAPPED

ORTHOPEDICALLY OR PHYSICALLY HANDICAPPED

A. DEFINITIONS, IDENTIFICATION AND CONSIDERATIONS

Physical handicap signifies a barrier to accomplishing a goal due to some physical defect or dysfunction. A physical imperfection may not be a handicap if the individual's goal can still be reached.

The physically handicapped are those with problems in co-ordination, perception, cognition, and mobility.

It is very important to realize that handicapped children differ very little from their non-handicapped counterparts relative to social, emotional, and physical needs; therefore, the teacher must keep in mind that they are people first and then handicapped. However, orthopedically handicapped students are usually slower moving, some use a different mode of traveling, and as a result often need more time getting from class to class. Furthermore, some, due to physical limitations need more time getting coats on and off and some may also need more time getting to and from the bus.

B. CLASSROOM ADAPTATIONS AND SPECIALIZED EQUIPMENT

Since students and their respective disabilities vary, it is most difficult to state exact procedures that must be followed to insure successful integration into the classroom for orthopedically handicapped students. Please keep this in mind while reading the following list of suggestions.

1. Crutch straps attached to the back of desks. Crutches on the floor are dangerous for all concerned.
2. Open front desks for those students who have the use of just one hand.
3. Wheelchair tables for those who are wheelchair bound.

4. Adjustable tables--large sized wheelchairs will not go under a standard table.
5. Clipboards--help keep papers in place for students with use of one hand.
6. Storage space for walkers and crutches.
7. Storage space for wheelchairs--some students get out of chairs and use conventional desks.
8. Tape recorder for note taking.
9. Protective helmets for students who have difficulty maintaining balance.
10. Electric typewriters--some handicapped students are unable to use a standard typewriter.
11. The buddy system should be used during fire drills--students in wheelchairs need pushers, and slow walkers may need roller chairs if building is to be evacuated efficiently.
12. Eating utensils can be adapted for easier grasp with a rubber ball, sponge curler or light-weight metal handle that bends around the hand.
13. Mugs and cups with large handles and heavy bases for easy grip.
14. Terry cloth stocking that fits around glass for easy gripping.
15. Non-breakable dishes and dishes with a plate guard that clips to the edge of the plate.
16. Utensils with longer handles for easier grip--either non-slip or wrapped with plastic tape.
17. Heavier utensils reduce tremor and loss of control.
18. Substitute convenience foods which eliminate using small equipment.
19. Cookie dropper will drop right amount of dough.
20. Nails in boards will hold vegetables while cleaning and cutting.
21. Suction cups under corners will hold cutting boards in place.
22. Sharp, serrated type knife is best for safety.
23. Clamp-on hoops can be used for needlework with limited hand use.
24. Automatic needle threaders aid the unsteady hand to thread needles.

25. Velcro nylon tape is useful for holding clothing instead of buttons.
26. Laminating game boards will help stabilize and help to keep it clean.
27. Puzzle parts or cards can have small magnets attached. When used on magnetic or metal board are easier to keep together.
28. Use tokens large enough to handle for games. Empty thread spools painted in various colors work well.

C. TEACHING/LEARNING STRATEGIES

1. Become familiar with each student's handicap and confer with the student prior to enrollment. This will provide an opportunity to understand the handicapping condition and modifications needed.
2. Tour the department with the student to determine accessibility, especially, if using a wheelchair.
3. Be aware of students' needs, but do not over protect.
4. Help the student to develop interdependence by allowing and encouraging participation in achieving the objectives of the class.
5. Encourage non-handicapped students to understand handicapping conditions and recognize the differences and similarities as a positive experience.
6. Encourage and provide opportunities for the student to function at his/her maximum level.

EDUCABLE MENTALLY HANDICAPPED (EMH)

EDUCABLE MENTALLY HANDICAPPED (EMH)

A. CHARACTERISTICS

1. Most of the retarded children do not look different than normal children but differ in their ability to learn.
2. All retarded children are slow and limited in mental development as well as the development of physical skills.
3. A mentally retarded person is often shy, lonely and isolated.
4. The mentally handicapped loses jobs because of inability to get along with people.
5. Educable retardates are limited in their ability to reason; it is hard for them to generalize or apply what they have learned to another set of circumstances.
6. The mentally retarded, because of their inadequacies, are confronted with many situations that are frustrating to them. These frustrations often result in failures which create a feeling of personal inadequacy often followed by compensatory behavior that is not always acceptable, creating a vicious cycle.

B. TEACHING/LEARNING STRATEGIES

1. Limit the amount of work given at a time. Allow the student to work at suitable pace.
2. Place emphasis on the three "A's": acceptance, achievement, and affection.
3. Remember that telling a student how to do a thing does not help the student as much as showing how.
4. Give instructions step by step and in simple words.
5. Help the student to progress one step at a time.
6. Praise the student for successful efforts.
7. Direct encouragement toward improvement.
8. Help the retarded learn self-expression.
9. Provide the student with opportunities to learn through field trips, through doing the actual thing, and with a variety of examples and pictures.
10. Remember that there is no such thing as a typical mentally retarded pupil. Each student must be taught individually.
11. It is always necessary to review basic knowledge on which an experience is built and build from simple to complex.

12. Use a positive approach to each learning situation.
13. Give oral directions and use a vocabulary similar to the pupil's.
14. Use as few words as possible.
15. Give oral tests if necessary.
16. Provide multi-sensory presentations.
17. Repetition is essential with practice.

C. SUGGESTIONS FOR TEACHING SPECIAL STUDENTS

1. Students must be actively engaged in class activities. The attention span is too short for any lecture and these students learn best through practical experience.
2. Short demonstrations are most effective with a small group.
3. One can reach the students better by relating to things they know about or see on TV, such as "Poppin Fresh" figure.
4. Much repetition is needed. Concepts can be repeated using similar foods, but students have difficulty transferring knowledge.
5. Avoid confusion by putting supplies in each kitchen ahead of time.
6. Alternate food preparation duties by keeping a chart of what each student does each week.
7. Alternate housekeeping duties by keeping a chart of what each student does each week.
8. If possible, try to have one student in each kitchen who has had some kitchen experience.
9. Praise helps to build self-esteem.
10. Students may be afraid of lighting gas ranges. You need to take their hand and hold it down so it will not get burned when lighting burners. Similar help is needed for taking food out of the oven.
11. Opening a can with a manual can opener may be difficult. Additional practice can be carried out on the opposite end of the empty can.
12. Make teaching aids so that students can learn to recognize actual things, then pictures and finally words. Example: Actual milk bottle, word "milk."
13. Students need to be encouraged to use pleasant and correct manners so that they are more readily accepted in the community.

TRAINABLE MENTALLY HANDICAPPED

A. CHARACTERISTICS

1. Need for developing self-help skills.
2. Extremely poor receptive and expressive language ability.
3. Short attention span or lack of concentration.
4. Low frustration tolerance.
5. Poor socialization skills.
6. Can talk or learn to communicate.
7. Can be trained in and profit from elementary health habits.
8. Cannot learn functional academic skills.
9. Can develop self-protection skills to a minimal useful level in controlled environment.

B. TEACHING/LEARNING STRATEGIES

1. Games
 - a. Simple puzzles.
 - b. Bingo and lotto games with pictures.
 - c. Role playing - family living, careers, and social skills.
 - d. Shopping games.
 - e. Smelling and tasting.
2. Motivation Techniques
 - a. Plan craft or fashion show.
 - b. Use positive reinforcement- (rewards: tokens, praise, privileges).
 - c. Exhibit enthusiasm.
 - d. Post progress charts
 - e. Free time based on class performance
3. Hands-on.
4. Student Demonstration.
5. Teacher Demonstration.
6. Field trips.
7. Individual/small group projects.
8. Resource persons.
9. Learning centers, bulletin boards.
10. Peer tutorial.
11. Audio/Visuals
12. Teacher-made materials.
13. Adaptive equipment.
14. Classroom Management:
where they sit
time out room (isolation)

PROFOUND MENTALLY HANDICAPPED

A. CHARACTERISTICS

1. Poor motor and speech development.
2. Totally incapable of self-maintenance.
3. Needs complete care and supervision.

These students will be served in self-contained classrooms, and not rotated to the home economics teacher.

EMOTIONALLY HANDICAPPED

A. CHARACTERISTICS

1. Short attention span.
2. Restlessness - often they are hyperactive.
3. Does not complete tasks.
4. Listening difficulties - frustration threshold is very low.
5. Avoids participation with other students or associates only by hurting others.
6. Avoids adults and lacks ability to get along with adults.
7. Repetitive and ritualistic behavior.
8. Resistant to directions - distracted by irrelevant and competing stimuli.
9. Unusual language content - strange.
10. Speech problems - primarily rate of speech.
11. Echolalia - echoes others' speech.
12. Self-aggressive to the point of being antagonistic and even hostile.
13. Withdrawal.
14. Anxious - needs constant reassurance.
15. Inappropriate behaviors under normal situations.
17. Tendency to show physical signs or fears related to school or personal problems.
18. Lack of ability to learn which cannot be explained by other factors.
19. They are generally oriented toward the here and now. They must learn to give up, postpone, or limit immediate desires and gratifications.

B. TEACHING/LEARNING STRATEGIES

1. Have a supportive social climate in the classroom and encourage peers to support the student.
2. Be a model for the peer group to imitate.
3. Consistently point out and clarify the relationships between the student's behavior and consequences in a personal interaction with the student.
4. Provide opportunities for success; minimize failure.
5. Use peer tutor to work with student.
6. Remove distractions when possible.
7. The teacher is the most important factor in relation to work with the emotionally handicapped student, even more important than specific educational approaches.

8. A teacher who understands the learner, likes him/her, and honestly wants to help, will be more successful in bringing about behavior change.
9. This student profits from a well planned teaching-learning process.

Following the teaching strategies above, and using behavior modification techniques, the emotionally handicapped student is capable of working on the same level as the normal student. It is recognized that many students are multi-handicapped. If evaluations reveal that the EH student has other handicaps, teaching strategies must be adjusted accordingly.

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ACTIVITIES

ACTIVITIES

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INTRODUCTION

THIS SECTION OF ACTIVITIES HAS BEEN PREPARED TO SERVE AS A RESOURCE FOR THE REGULAR CLASSROOM TEACHER. IT IS IN NO WAY INTENDED TO FUNCTION AS A UNIT OF STUDY.

THE TEACHER IS ENCOURAGED TO USE CREATIVITY AND INGENUITY IN ADAPTING THE IDEAS FOR EACH UNIQUE SITUATION. MANY OF THE TEACHING AIDS HAVE BEEN IDENTIFIED FOR THE TYPE OF STUDENT FOR WHICH IT MAY BE APPROPRIATE. ABBREVIATIONS FOR THE NINE AREAS OF HANDICAPPING CONDITIONS ARE SHOWN ON EACH PAGE. THESE ABBREVIATIONS ARE TO BE REMOVED BEFORE REPRODUCING THEM FOR STUDENT USE.

CHILD CARE

CHILD DEVELOPMENT

EMH, TMH, EH

DEMONSTRATIONS AND HANDS-ON ACTIVITIES ARE THE MOST EFFECTIVE METHODS OF TEACHING CHILD CARE TO TRAINABLE STUDENTS AS:

1. USING A LIFE SIZE BABY DOLL, DEMONSTRATE BATHING, DRESSING. EACH STUDENT THEN WILL REPEAT DEMONSTRATION.
2. TEACHER WILL DEMONSTRATE, THEN INSTRUCT GROUPS TO PREPARE VARIOUS BABY FOODS, USING THE DAILY FOOD GUIDE.
 - A. GREEN BEANS - FRESH, CANNED, READY PREPARED
 - B. PEACHES - FRESH, CANNED, READY PREPARED
 - C. BEEF - FRESH, CANNED
3. DEMONSTRATION BY A RESOURCE PERSON USING HER YOUNG BABY:

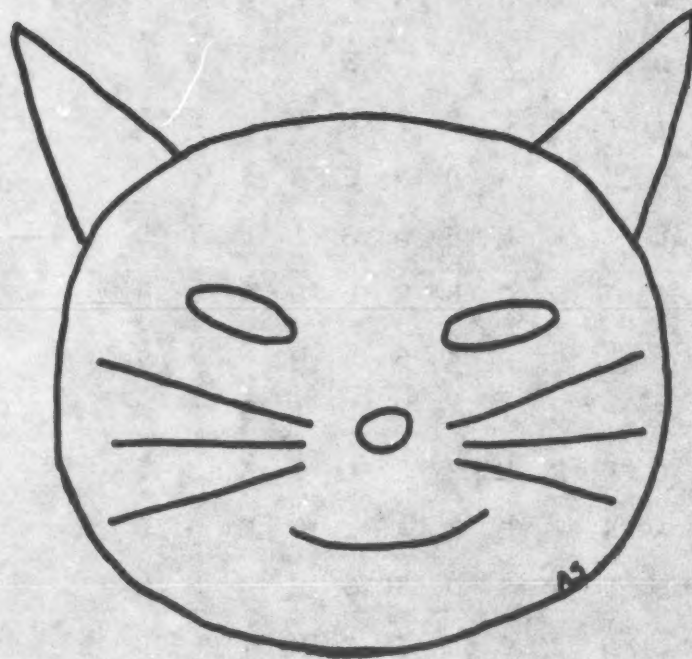
- A. FEEDING
- B. DRESSING
- C. BATHING

STUDENTS WILL ASSIST IF THE PARENT FEELS COMFORTABLE ABOUT IT.

4. DISPLAYS OF TOYS FOR VARIOUS AGE GROUPS.
5. DISCUSS AND WORK OUT SIMPLE GAMES.
6. PLAN SIT DOWN ACTIVITIES FOR THE YOUNG CHILD.
7. SET UP CLASSROOM AS A DAY-CARE CENTER. DECIDE ON AGE GROUP YOU WANT TO WORK WITH. INVITE FACULTY CHILDREN (2 CHILDREN PER STUDENT - 2 TO 5 DAYS)
8. FIELD TRIPS TO DAY-CARE CENTERS.
 - A. OBSERVATION
 - B. WORK AS VOLUNTEERS
 - C. REQUEST A COPY OF APPLICATION BLANKS FOR USE IN THE CLASSROOM.

TOYS

SEW A STUFFED ANIMAL FOR A CHILD



USE EMBROIDERY
PAINT OR THREAD
FOR FACE.

FINISHED ANIMAL IS 10 INCHES ACROSS.

EARS ARE 4 THICKNESSES OF FABRIC, AND NOT STUFFED.

USE SHREDDED FOAM OR POLYESTER FIBERFILL IN HEAD

UNIT VOCABULARY QUIZ (THIS PUZZLE CAN BE USED AS A PRE-TEST OR AS A POST-TEST.)

DIRECTIONS: DRAW A CIRCLE AROUND THE 30 VOCABULARY WORDS.

S I C K E L S E L L B A N F E M I C
 H U S B A N D D C A A F F E C T S H
 U S S E X H W I F E L R E D D R E E
 S I P B I R T S I N A D N E S S L L
 B C A C E M A L E K N F A M I L Y D
 A K N H R N E I T D C B R U G S L R
 D L K I D D I K F E E P A R E N T E
 E B E L M A T E R N I T Y D I S A N
 D C D B K M E L D R U S E L I K N I
 E E R A I A A A R F E M A L E E A D
 I L A L N T S B L A B O S S C A M E
 T L L A D I V O R C E D E C H I L D
 N A C N N R E R W E F E L B I R T H
 A N E C E N B A L A N C I D L O I A
 L E R E S I V E W I D O W E D S A L
 E M A D S T O B W A S C A T R T I C
 W I D E A L P R E C N A N T E E A R
 E A C P O Y O E V E C R A E N N D S
 I L D R U G S A B A L E N C A D C S
 F E E A I D E S A L B E R T H I E A
 E A D I R B O T T L E C H I L E I V
 A P A S U B E L A N C A D A T T L I
 N E N E G S I C K E L S E L L I D D

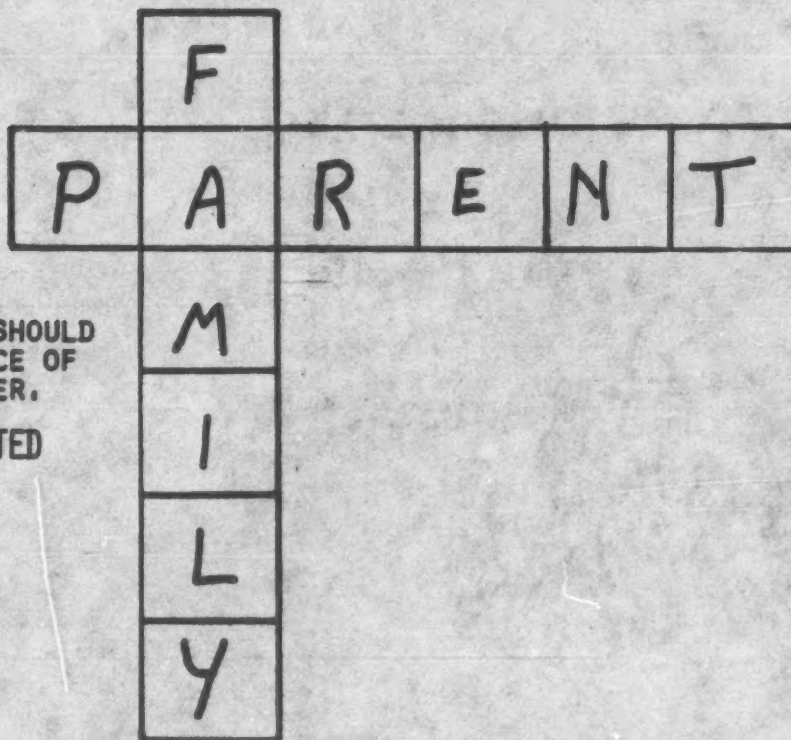
VOCABULARY GAME

CHILD DEVELOPMENT

EMH, EH, LD, HI, SH,
OH

DIRECTIONS:

1. GIVE 25 CARDS TO EACH STUDENT. (BE SURE THE DECK OF CARDS HAS ENOUGH LETTERS TO SPELL EACH WORD. USE EXTRA LETTERS.)
2. CUT CARDS TO SEE WHO STARTS. CLOSEST TO "A" GOES FIRST.
3. FIRST PLAYER SHOULD PLAY F, IF THEY DON'T HAVE IT, THEY WILL PASS TO STUDENT ON THEIR LEFT. CONTINUE TO PASS UNTIL SOMEONE HAS THE LETTER.
4. MOVE FROM STUDENT TO STUDENT UNTIL BOTH WORDS ARE SPELLED.
5. LETTERS MUST BE PLAYED IN THIS ORDER - F A M I L Y AND P A R E N T.
6. IF A PLAYER PUTS DOWN A WRONG LETTER HE/SHE IS "OUT."
7. THE WINNER IS THE PLAYER WITH THE SMALLEST NUMBER OF CARDS AT THE END.



THIS GAME BOARD SHOULD
BE MADE ON A PIECE OF
CONSTRUCTION PAPER.

IT CAN BE LAMINATED
FOR FUTURE USE.

DON'T

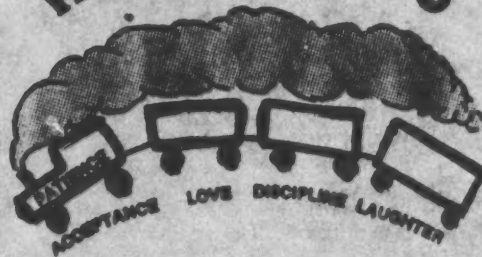


AROUND WITH SEX!

**Finding the
RIGHT ONE is Like
Finding
the Needle
in the
Haystack**



**TRAIN UP A CHILD
IN THE WAY
HE SHOULD GO**



**AND HE WILL NOT
DEPART FROM IT.**

Activities in the area of child care and development can serve a dual purpose - to develop the senses of the visually impaired and to identify ways in which children learn. For example, science experiments can help the visually impaired in the areas of touch, smell, and taste. The following experiments will help visually impaired students develop the senses, and the students can use the resulting materials in the area of child care as teaching aids for young children.

1. SCIENCE DISPLAY FOR CHILDREN

Materials: Magnifying glass (for sighted students)

Environmental items such as leaves, twigs, pine cones, shells, seeds, and plants.

Procedure: Provide items for students to identify and arrange into a display. The visually impaired student will identify by touch. In working with young children, the visually impaired student, the teacher will guide the children to identify by touch and the other senses.

2. IDENTIFICATION OF TEXTURES

Construct a "Feel Box" to help students identify textures - smooth, coarse, soft, hard, etc. This helps differentiate among varieties as well as develop vocabulary.

Suggested Materials:

fur
cotton
leather
felt
satin
velvet

carpet
seeds
sandpaper
burlap
cork
sponge

feathers
erasers
pencil
shells
aluminum foil
pine cones

3. Identification of Materials through Smell

Collect materials to use for "sniffing."

Suggested materials: spices, soap, perfume, coffee, tea, foods, cocoa, etc.

Place materials in small jars and seal. These can be used to help the visually impaired student develop the sense of smell. The visually impaired student can then use the materials to teach the children, perhaps devising a game using the materials.

DIRECTIONS FOR USING FLASH CARDS

Flash cards can be used to teach any subject on most grade levels. The letters on the flash cards should be large enough for the whole class to see. Basic concepts of the lesson can often be put on flash cards.

An advantage of using flash cards for presenting classroom material is that information can be presented in an orderly sequence while facing the class. When using the chalkboard, the teacher cannot face the class while presenting the information.

Each card should present one idea. Cards should be organized to encourage group discussion. Questions can be presented on cards as well as statements.

Materials for making flash cards for the entire classroom include 12" X 18" cardboard and cardboard inserts for shirts from the laundry. Colored felt-tip pens are desirable.

Flash Cards on SEX EDUCATION

CHILD DEVELOPMENT

EMH, EH, LD, HI, SH, OH

Start your baby now. Take care of yourself.

The unborn generation needs parents who want him. Parents who want him healthy!

It's difficult to get pregnant.

If you play, play fair. Use the Pill.

Practice doesn't make perfect babies.

The five terms: pregnancy, reputation, V. D., self respect, love.

You won't get pregnant.

Your mother doesn't have to know everything.

But I'll still respect you no matter what.

But I'll still love you, I promise.

If you love me, you'll give in.

If you loved me, you wouldn't ask.

Brushing teeth doesn't kill V. D.

Babies are beautiful but...

Sex relations are habit forming!

Want a large family? Marry young!

The engineering process is the best!

When I share myself with you, remember, I'm all I have.

Labor means work.

Every pregnancy isn't wanted but it should be.

Be good to your baby by being good to yourself.

Birth is beautiful

Bosoms are for BABIES as well as for the beach.

Confucious say: When baby cry, give bust in mouth!

CHILD DEVELOPMENT

EMH, TMH, EH

Make a collage of magazine pictures or drawings of young children. Divide these into age groups. Cut a word or a few words from magazines which might represent physical ability at each age. DISPLAY STUDENT'S WORK.

Show transparencies on child development areas of development, toys suitable for age. Use "real items" for clothing and toys if possible.

Show transparencies on unwanted pregnancy - available from Vocational Education Media Center, Clemson University and Office of Vocational Education, Columbia, S. C.

CONSUMER EDUCATION

EMH, LD, EH, SH,
OH, TMH, HI

The sample activity material in the following unit on Consumer Education has been reproduced from various workbooks used and evaluated by the teachers writing these units. We offer these activities as motivators for using your on imagination.

TEACHING RESOURCES

Frank E. Richards Publishing co., Phoenix, New York

Getting Ready for Pay Day (Parts 1, 2, 3)

Margaret W. Hudson, Ann A. Weaver

Banking Budgeting and Employment, Art Lernox

Getting and Holding a Job.

Fearon Pitman Publishers, Inc., Belmont, California

Planning Meals and Shopping, Ann A. Weaver

Getting Ready to Cook, Ann A. Weaver

Media Materials, Inc., 2936 Remington Ave., Baltimore, MD 21211

Household Mathematics, August V. Traff, M.Ed.

INSTRUCTIONS TO STUDENT:

HERE ARE SOME ADS FROM A NEWSPAPER FOR APARTMENTS. PICK THE ONE YOU COULD AFFORD IF YOU SPEND \$105 OF YOUR \$150 ON YOUR APARTMENT RENT AND FOOD.

Furnished Apartments

Boulevard, N. -- 3 rooms, heat. \$80. ELgin 9-0087 after 5:00.

Fox Avenue - Beautifully decorated. New furniture, everything furnished. \$72.50. Call Smith & Jones Realtors, MI 4-6652.

Grace St., W., 1037 -- 2 rooms, efficiency, all utilities. \$14 a week.

West End -- 4 clean rooms, bath, heat, utilities. \$25 a week. Call EL 3-9809.

Vine St., 657 -- Efficiency. Ideal for working girl. \$17 a week. Call Joe Miner, RE 4-4456.

CONSUMER EDUCATION

TWH, EWH, SH, LD, EH, HI, OH

INSTRUCTIONS TO THE STUDENT:

CHOOSE WHAT YOU WOULD EAT FOR LUNCH EACH DAY OF THE WEEK FROM THIS MENU AND ADD UP THE COST OF YOUR LUNCHES FOR THE WEEK.

<u>Sandwiches</u>		<u>Drinks</u>	
Ham	40¢	Coke	10¢
Cheese	25¢	Milk	15¢
Lettuce & Tomato	35¢	Coffee	10¢
Egg Salad	30¢	Tea	10¢
Roast Beef	50¢	Milkshake	30¢
Ham & Cheese	50¢	Lemonade	15¢
Club	50¢	Orange	15¢
Barbecue	40¢		
Hamburger	30¢		
<u>Soups</u>		<u>Desserts</u>	
Vegetable	30¢ bowl	Pie	15¢
Chicken	30¢ bowl	Cake	15¢
Bean	30¢ bowl	Ice Cream	15¢
Tomato	30¢ bowl	Jello	15¢
(Cup of soup 20¢)		Sundae	30¢

Monday _____

\$

Tuesday _____

\$

Adapted from Getting Ready for Pay Day

CONSUMER EDUCATION



EMH, LD, EH, SH
OH, HI

I may take \$1 in currency, 75¢ in coins, and a check for \$10 to the bank. I want to deposit \$4.75 in my savings account and take \$7 in cash to spend. I must make out my deposit slip to show exactly how much money I want to put in savings and how much I want returned to me. This is the way I would fill out my deposit slip:

For credit with

The Bank of Center City

SAVINGS DEPOSIT

For credit to account of

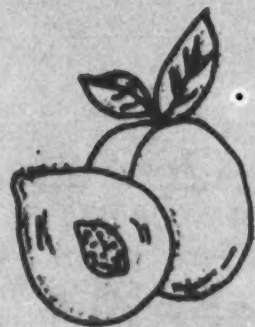
John Wilson Parker
(Please sign here)

Date January 5, 19 66

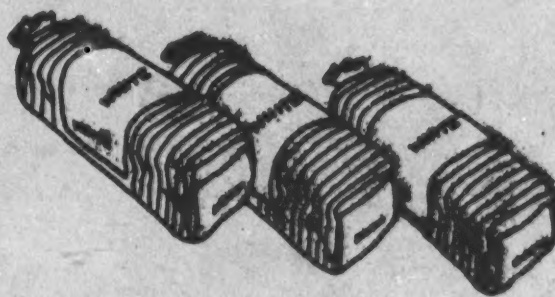
Account Number 526094-1

		* Dollars	Cents
Currency		1	00
Coins			75
Checks	Bank No. <u>94-274</u> <u>278</u>	10	00
Total		11	75
Less Cash Returned		7	00
Amount Deposited		4	75

Adapted from Getting Ready for Pay Day (Part 11)



FRESH PEACHES



BREAD

3 POUNDS FOR 96¢ $\frac{32}{3796}$

3 LOAVES FOR 86¢ $\frac{28 R2}{3786}$

ONE POUND OF PEACHES COSTS 32¢, ONE LOAF OF BREAD COSTS 29 ¢.

MR. BERRA'S SHOPPING LIST

KEY	ITEM	PRICE	ONE COSTS
99¢	1. PAPER PLATES	99¢ A PACKAGE	_____
79¢	2. PICKLES	79¢ A JAR	_____
50¢	3. FRUIT JUICE	2 CANS/\$1.00	_____
32¢	4. PEACHES	3 POUNDS/96¢	_____
29¢	5. BREAD	3 LOAVES/86¢	_____
34¢	6. HOT DOG ROLLS	3 PKGS./\$1.00	_____
\$1.19	7. HOT DOGS	\$1.19/POUND	_____
23¢	8. LEMONADE	4 CANS/89¢	_____
58¢	9. RELISH	2 JARS/\$1.15	_____
69¢	10. CATSUP	2 BOTTLES/\$1.37	_____
65¢	11. FRUIT PIES	2 FOR \$1.29	_____
\$1.48	12. CHARCOAL	\$1.48 A BAG	_____
TOTAL			\$ _____

MORE IS LESS

DIRECTIONS: Find how much money you would save by buying the larger of each item instead of buying the same amount in the smaller size.

$$\begin{array}{r} 17¢ \\ 17¢ \\ 17¢ \\ 17¢ \\ + 17¢ \\ \hline 85¢ \end{array}$$



I can save 6 cents by buying ten cans now!

SOFT DRINKS
10 for 79¢ 2 for 17¢

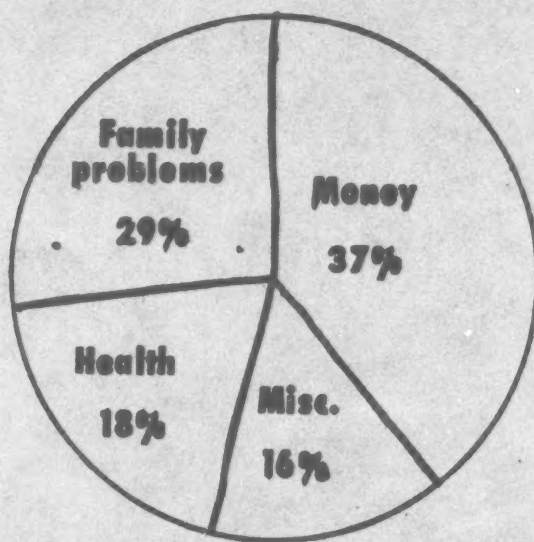
		SAVE	key
1. SOUP: 2 CANS FOR 37¢	4 cans for 70¢	_____	4¢
2. DOUGHNUTS: 3 for 35¢	12 for \$1.25	_____	15¢
3. ROOT BEER: 10¢ a can	12 for \$1.08	_____	12¢
4. CREAM CHEESE: 3 oz. for 27¢	12 oz. for 96¢	_____	12¢
5. ASPIRIN: 100 tablets for 89¢	300 tablets for \$2.00	_____	67¢
6. PEANUT BUTTER: 6 oz. jar for 48¢	12 oz. jar for 75¢	_____	21¢
7. MAYONNAISE: 1 qt. jar for 19¢	1 pt. jar for 48¢	_____	7¢
8. MUSTARD: 8 oz. jar for 19¢	24 oz. jar for 55¢	_____	2¢
9. MILK: $\frac{1}{2}$ gal. for 89¢	1 qt. for 50¢	_____	11¢

You can save money by buying the larger size!





What People Worry About



MONEY IS IMPORTANT

Adapted from Teacher's Resource Unit on Consumer Education

CLOTHING

ACTIVITIES AND AIDS FOR CLOTHING AND TEXTILES

SUGGESTED ACTIVITIES

1. Identify labels that give information for care of garment.
2. Collect pictures of clothing labels from magazines in the department to make a poster.
3. Have students check labels in the back neck facing of garments.
4. Prepare and present a demonstration:
Mending a hem
Restitching a ripped seam by hand (using back-stitch), or the machine.
5. Student bring one garment from home which needs a simple repair, and repair in class.
6. Identify different kinds of fabrics.
Select a variety of fabrics - (cotton, velvet, polyester, wool).
Mount (one corner only) large 5" x 5" squares of fabric on tag board.
Label each fabric, pass squares around to students. Emphasize the "hand" of fabric.
7. Prepare and present a demonstration on use and care of dry and steam iron.
Include plugging and unplugging an electric cord correctly.
Have students practice filling the steam iron with water.
8. Display felt projects made by hand. Emphasize stitching by hand using backstitch, overhand stitch, running stitch, and slip stitching.
9. Learn steps in ironing a garment - teacher demonstration followed by student participation.
10. Encourage students to enter sewing projects in fair contests and exhibits.

CLOTHING

EMH, EH, LD, HI, SH, OH

TITLE: Laundry and Clothing Care

Area : Family Clothing and Textiles

This collection of word puzzle and exercises is intended to supplement classroom learning experiences. Prior background information related to laundry and clothing care would be needed, for which film-strips and reading materials are available. A laboratory exercise on stain removal would be valuable, with demonstrations given either by you or students working in groups.

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Adapted From Grooming and Clothing, Sharon Redick, 1976

CHANGE A LETTER AND MAKE A LAUNDRY WORD.

EXAMPLE: soup (soup) soap

1. wish _____

2. lamp _____

3. pink _____

4. foil _____

5. dress _____

6. fine _____

7. terms _____

8. soap _____

9. sore _____

10. try _____

11. stair _____

12. clear _____

Laundry words

- | | |
|----------|-----------|
| 1. wash | 7. germs |
| 2. damp | 8. soak |
| 3. sink | 9. sort |
| 4. soil | 10. dry |
| 5. press | 11. stain |
| 6. line | 12. clean |

Picture Puzzle

- | | |
|--------------|-------------|
| 1. water | 6. iron |
| 2. hanger | 7. label |
| 3. sorting | 8. basket |
| 4. bleach | 9. pretreat |
| 5. agitation | 10. washer |

Sorting laundry

- | | | |
|------|-------|-------|
| 1. A | 6. E | 11. C |
| 2. C | 7. B | 12. B |
| 3. D | 8. A | 13. E |
| 4. A | 9. D | 14. D |
| 5. B | 10. E | 15. C |

Adapted from Grooming & Clothing, Redick, '76

Name _____

SORTING LAUNDRY

The clothing items on the left below need to be sorted into washer loads. There are five types of loads listed on the right. For each clothing item, select the correct type of load it would be included with. Write the letter in the blank. Each type of load is used for three different items.

- | | | |
|-------|---------------------------------|--|
| _____ | 1. white sheets | A. sturdy white |
| _____ | 2. throw rugs | B. colorfast |
| _____ | 3. nylon underwear | C. heavily soiled |
| _____ | 4. athletic socks | D. delicate |
| _____ | 5. child's blue shirt | E. special care
(handwash or dry clean) |
| _____ | 6. wool sweater | |
| _____ | 7. light purple towels | |
| _____ | 8. cotton underwear (white) | |
| _____ | 9. sheer curtains | |
| _____ | 10. hand-painted shirt | |
| _____ | 11. dirty work clothes | |
| _____ | 12. cotton pajamas (green) | |
| _____ | 13. blankets | |
| _____ | 14. lace tablecloth | |
| _____ | 15. bathroom tank and lid cover | |

Adapted from Grooming & Clothing, Redick, '76

ROUND-ABOUT LAUNDRY PUZZLE

Each of the sentences below has a missing word. This word belongs in the round puzzle. The first letter of each word is the same letter as the last letter of the word before it. Look at the first word, (1) which is written in the puzzle for you. The word stains ends with an "s." That means that the word for (2) blank will begin with an "s."

1. Before being washed, clothes need to have (1) removed.
2. When washing clothes in soft water use (2).
3. While sorting clothes, remember to empty (3).
4. Close zippers and button up garments when you are (4).
5. Read labels on (5) for care instructions.
6. Soaps and detergents can be bought as: liquid, powder, or (6).
7. Take out permanent press clothes as soon as the dryer (7).
8. Towels become nice and fluffy when fabric (8) are added to the last rinse.



Words Used

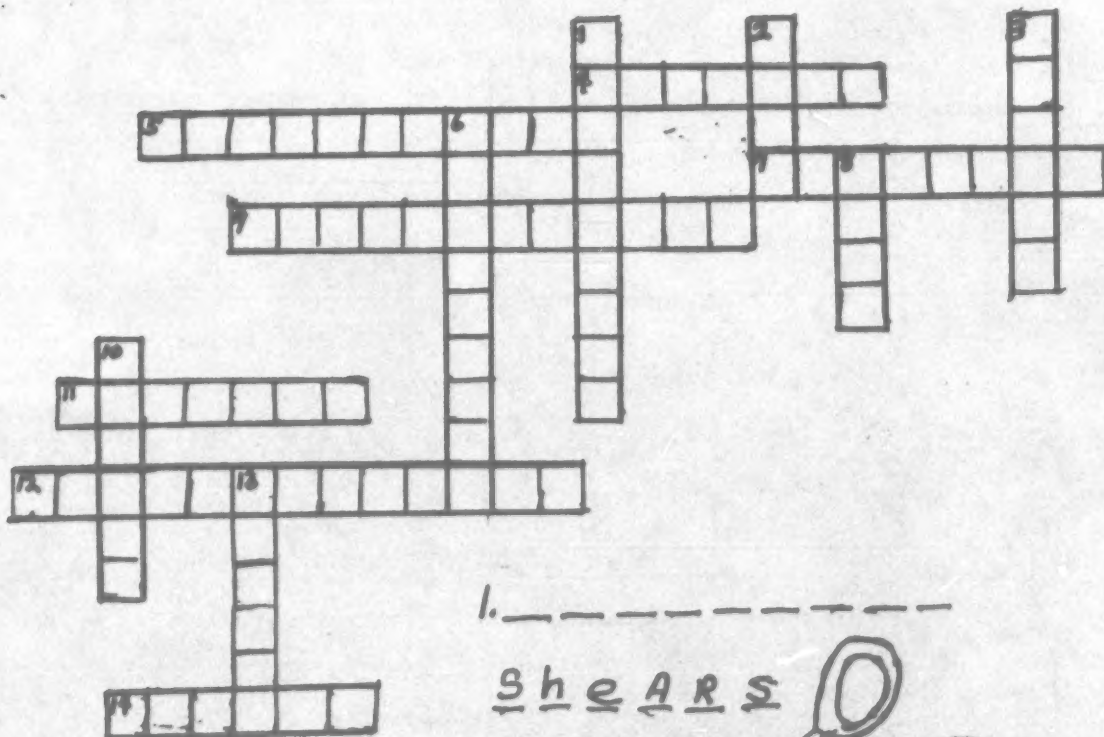
garment
pockets
soap
softeners
sorting
stains
stops
tablets

CLOTHING

Name _____

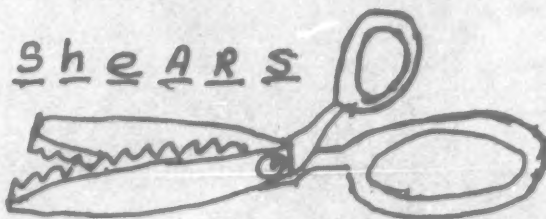
PICTURE PUZZLE

To do this puzzle, you need to label the drawings below and on the next page. Decide what each drawing shows. Write the name in the nearby blanks. Is it spelled right? Now find the number for that word in the puzzle. Write the word ACROSS or DOWN.



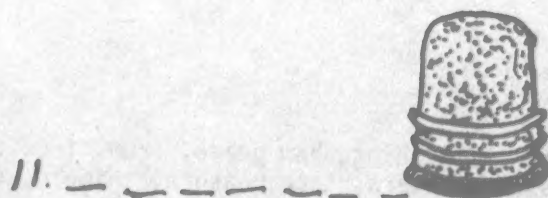
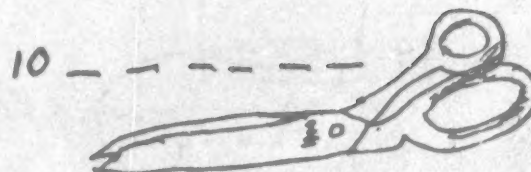
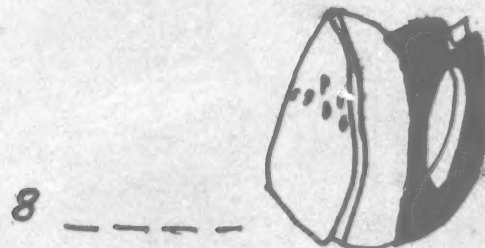
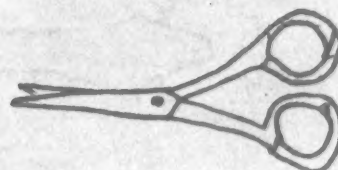
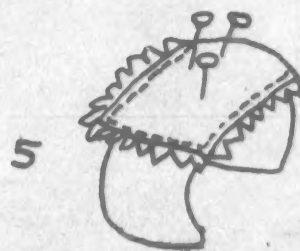
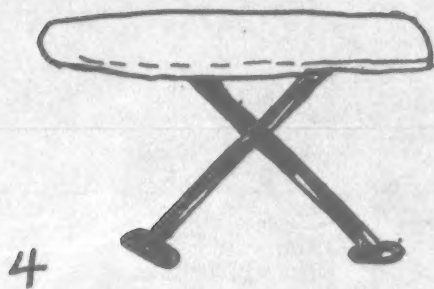
1. _____

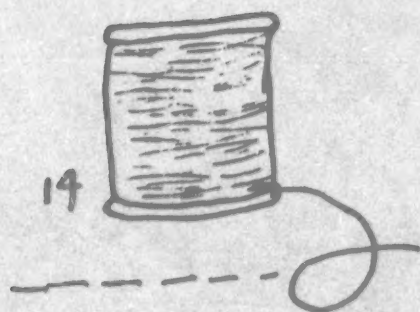
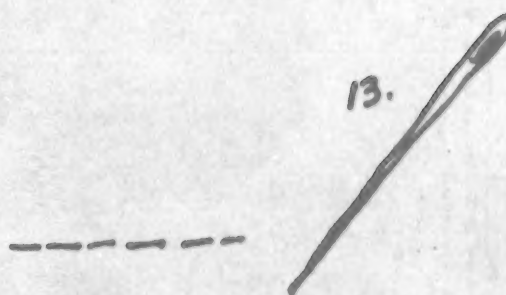
S h e A R S



3







Words used in puzzle are: fabric, finishing, hem gauge, iron, ironing, needle, pin-cushion, pins, scissors, shears, tape measure, thimble, thread, tracing wheel.

CLOTHING FOR THE PHYSICALLY HANDICAPPED

The following pages are being included to help the teacher understand the problems the handicapped person is confronted with in clothing.

Attractive clothing that is both comfortable and easy to care for contributes to the social, physical and mental well-being of physically handicapped people. Clothing that is carefully selected help to:

- increase the self-confidence.
- attract others to the personality of the handicapped person and detract from the handicap.
- promote independence when putting on and taking off clothing.
- provide a mental lift.
- encourage good grooming.
- make physical movement easier.
- increase physical comfort.

Bulletins to adapt clothing for the physically handicapped may be obtained from the Extension Service, Clemson University, Clemson, S. C.

Adapted from Grooming & Clothing, Redick, 1976

CLOTHES TO FIT YOUR NEEDS
(for the physically limited)

If clothing pulls and tugs or binds, because of special physical needs...

or if clothes draw attention to the area of a physical disability instead of disguising it or drawing attention elsewhere...

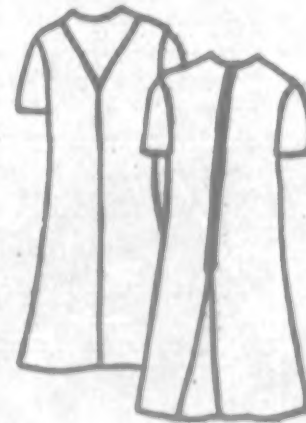
the guidelines here may help to make being dressed a more rewarding and comfortable experience.

ATTRACTIVENESS

Choose colors, designs and styles that help express personality. Dressing attractively can mean an uplifted spirit. Select clothes to highlight positive points and disguise those features you don't wish to show.



Bright colors attract the eye and will call attention to the areas where they are used.



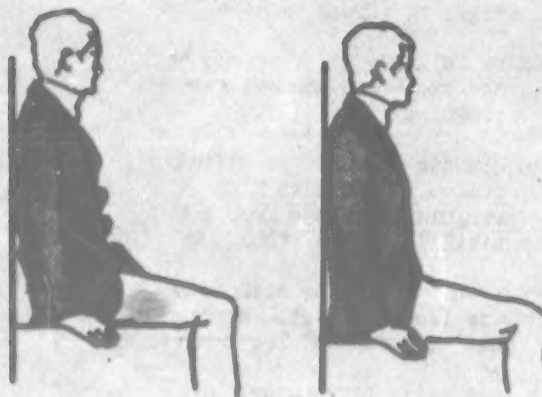
Lines in garments can draw emphasis. Here the eye is drawn to the face (left) and the legs (right).



The eye is directed first to patterned fabric.

CLOTHES TO FIT YOUR NEEDS (continued)**A More Attractive Sport Coat**

The idea of eliminating extra fabric in front applies to a sportcoat. Here a half-circle of fabric was cut from the front so the sportcoat would fit comfortably around the legs. The back length was adjusted to be even with the chair seat.

**A Side Slit Helps**

A jacket styled with a side slit is more comfortable for a person in a wheelchair.



CLOTHES TO FIT YOUR NEEDS (continued)

OH

- Choose styles to conceal or highlight certain personal features

Sweaters or skirts worn over pants can hide irregularities of torso and arm.

Raised or lowered waistlines allow for fullness where needed.

An unfitted dress can create an imaginary figure outline.

Extra fullness in front and back yoke areas can conceal some irregularities.

An elastic gathered waistline creates fullness to hide irregularities and keep the waistline in position.

Pant suits take the attention away from the legs. Wider pant legs conceal leg braces.

A long skirt gives a graceful appearance and is concealing.



A boxy jacket can hide waistline and hip irregularities or back braces.



Fullness in a skirt can cover hipline irregularities.

Use pressure tape as a fastener.

Add a tab or pull to a zipper end.

Try using a buttonhook made from a bent wire and a dowel. Buttonhooks can also be purchased.

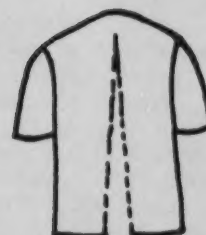
97

CLOTHES TO FIT YOUR NEEDS (cont'd)

OH

Future choices - choose from these features

1. Raglan or kimono sleeves.
2. Pants or pant skirts.
3. Waistline loosely in place with elastic.
4. Collars, cuffs and necklines large enough for comfort.
5. Two-piece outfits for better fit.
6. Knit or stretch fabrics.



Problem - GARMENT IS TIGHT ACROSS SHOULDERS

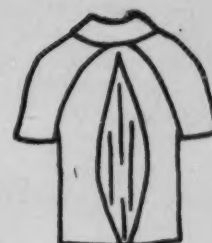
Clothes you now have -

Create an action-type back by cutting up the center back and inserting a pie-shaped piece of coordinated fabric.

Use that same fabric somewhere else on the garment to tie the look together - cuffs, collar, tie belt, or decorative bow.

Future choices - Use knit or stretch fabric.

Choose action-type back with pleats for extra room.



A leather patch placed under the arm will prevent wear from crutches and arm bands.

Add a patch to an area of strain.

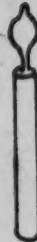
Reinforce slacks inside for braces by adding an extra layer of fabric.

SUGGESTED ADAPTATIONS FOR CLOTHING -

USE ELASTIC THREAD FOR BUTTONS

The fingers don't work as well as they used to, stiff or swollen or gnarled, so it is hard or impossible to button the shirt cuffs or the buttons on a dress. A special device is available to help....a buttoner. Just clip the point through the button hole, hook onto the button and pull the button back through.

For a long sleeved shirt or blouse, have someone sew the buttons on with elastic or elastic thread. They can be kept buttoned and as the hand is forced through the sleeve opening, the elastic stretches to give enough room for the entire hand.



USE A LIGHT WEIGHT IRON



There is at least one iron made which is so light in weight and easy to use that most anyone with reduced physical strength can manage it. The iron is convertible from dry to steam with the addition of a small plastic bulb which holds ordinary tap water. This is listed as a travel iron, but it is found to be equally useful at home for all pressing jobs.

PROBLEM - MOVING ABOUT AND CARRYING THINGS --

CLOTHES YOU NOW HAVE - ADD A PATCH POCKET --

FUTURE CHOICES - SELECT GARMENTS WITH POCKETS --

CLOTHING AND TEXTILES ADAPTATIONS

Probably the most effective methods for teaching information about clothing will be group instructions, followed by individualized learning experiences. Setting up learning centers with specialized activities for the visually handicapped can provide a means of individualizing instructions. Remember that the visually impaired will require much longer to accomplish a task than the sighted.

1. Care of Clothing

a. Identifying Clothing - Methods

1. Organization of different personal belongings, e.g. grouping jewelry, clothes (similar items together), shoes, make-up, aerosol spray cans, etc.

2. Means of identifying objects not specially marked:

- a. location

- b. size, shape, weight, texture

3. Marking - for objects not identifiable otherwise (Contact vision teacher for assistance.)

- a. Equipment needed

1. Braille or adhesive plastic
 2. Rubber bands
 3. Stapler and staples
 4. Aluminum color tags (Available through the American Federation for the Blind - AFB)
 5. Tape
 6. Safety pins
 7. Glue
 8. Needle and thread

- b. Methods of distinguishing items by markings.

- | | |
|--------------------------------|-----------------|
| 1. Braille or adhesive plastic | 2. Rubber bands |
| 3. Staples | 4. Tape |
| 5. Aluminum color tags | 6. Safety pins |

7. Glue
9. Thread markings.

8. File notches

b. Laundry

Give questionnaire on "Laundry Skills," to determine needs of students. Follow with unit on laundry skills, adapting regular unit for Visually Impaired.

2. Clothing Repairs and Construction

a. Sewing Laboratory

1. Mark iron settings with liquid solder.
2. Use patterns cut from tag board or stiff paper.
3. Mark grain lines on pattern with tape.
4. Allow student to place braille labels on frequently used articles.
5. Mark sewing machine throat with tape.
6. Cut indentations on seam gauges with a small handsaw.
7. Use a cork to anchor a needle which is being threaded with a wire threader.
8. Use wrist pin cushions.
9. Demonstrate sewing stitches with heavy twist thread in large scale.
10. Organize the sewing area to promote free movement and accessibility to construction supplies and equipment. The cutting area should be close.
11. Store small equipment so that it may be easily located:
 - a. Use a peg board on the wall near the sewing machine.
 - b. Make large pockets with labels in braille or dynamo tape.

b. Pattern Preparation (Timmons and Woodson, 1979)

1. Use drafting tape on cutting edges of pattern pieces.
2. Use white glue to mark darts, pleats, notches, and dots. This gives a raised effect.

c. Cutting and Marking (Timmons and Woodson, 1979)

1. Use surgical scissors (bandage scissors) because the angle of the blade allows scissors to lie flat on the table, and the knob on the bottom blade can be lined up with the pattern.
2. Cut dots out of felt and glue on pattern for marking.
3. Use knots of thread, staples, or safety pins for marking pockets, buttonholes, and zipper endings.
4. Use tape which can be felt to mark notches, darts, and other pattern locations.

5. Use felt to cut out letters, such as "F" for front.
6. Use pins with large heads.
7. Possibly purchase a cutting board marked in braille.

d. Equipment and Construction (Timmons and Woodson, 1979)

1. Special sewing machines and sewing machine needles are available for the blind.
2. Use braille tags or cut notches in spools to indicate color of thread.
3. Special small equipment can be purchased if needed, e.g. self-threading needle (available in most notions departments), rulers specially marked, and measuring tapes with braille markings.
4. Use magnets to locate dropped pins.
5. To mark different widths of seam allowances, use strips of cardboard $5/8$, $1/2$, $1/4$, and $1/8$ wide.

GROOMING

GROOMING SLIDES AND LADDERS GAME

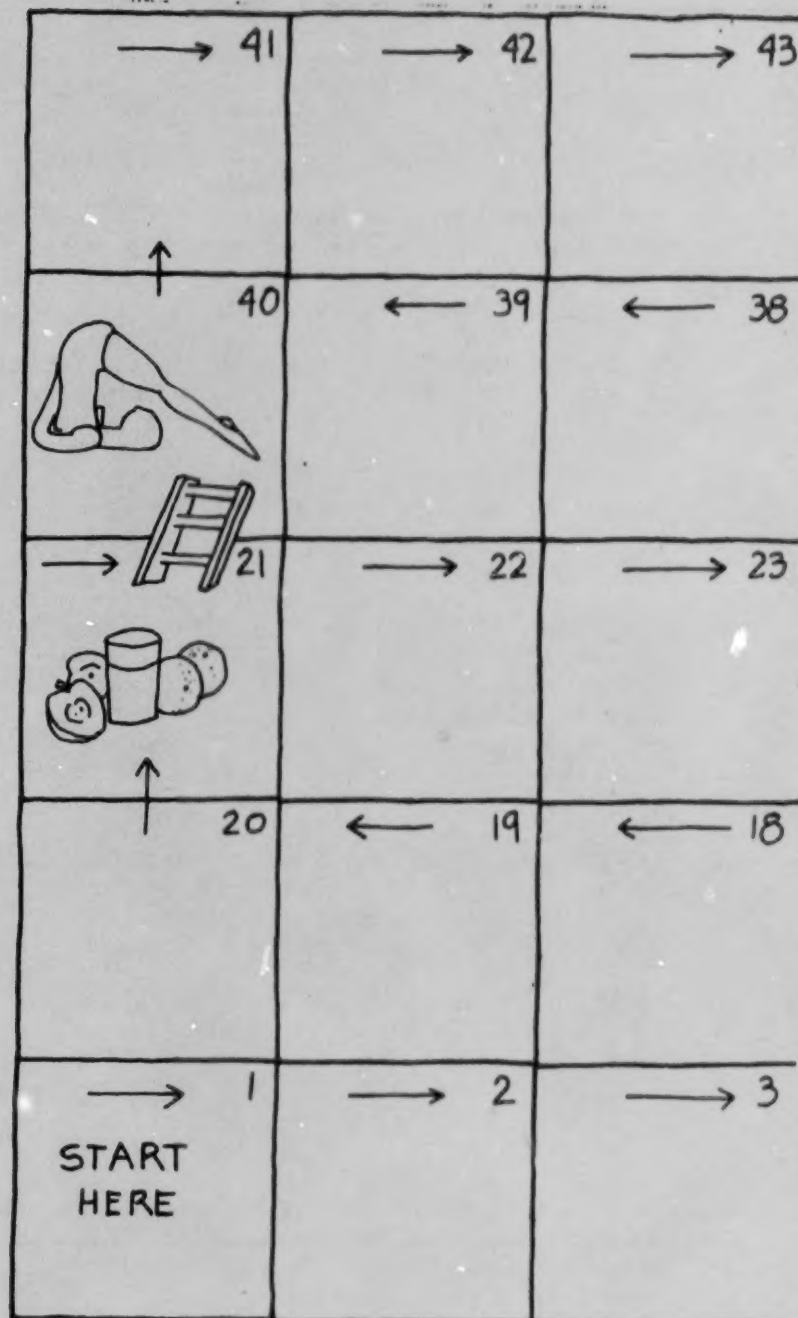
SPECIAL INSTRUCTIONSEquipment needed:

1. Illustrated game board is drawn on three separate pages which are to be connected and attached to heavier paper for constructing a sturdy board. This size will more easily accommodate several students playing.
2. Cards, containing written statements and instructions. For durability, sheets can be glued onto heavier paper and covered with contact paper before being cut into cards.
3. Markers to be moved along board.

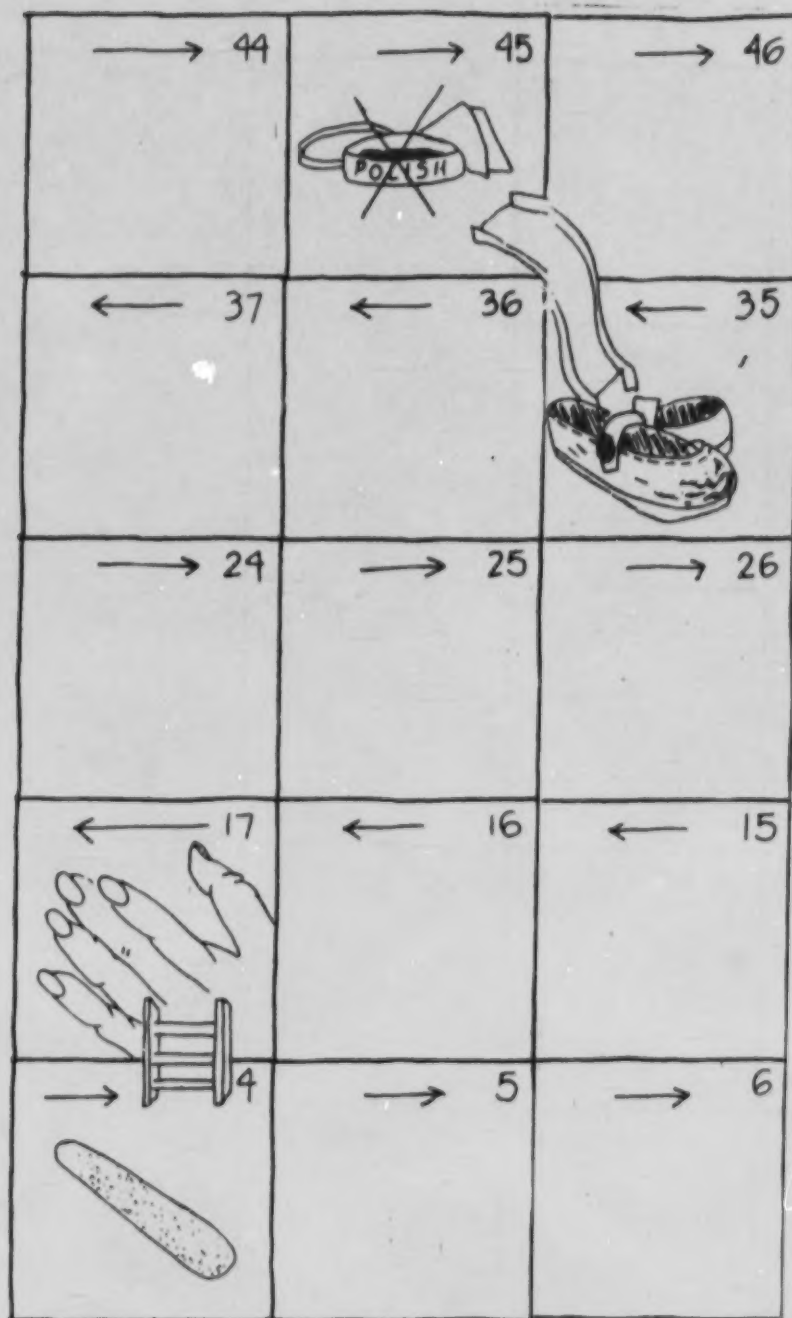
Directions for playing the game:

1. Two, three, or four students can play the game.
2. Cards are shuffled and placed near board. Player to begin needs to be determined.
3. Each player in turn draws a card, reads it outloud to other players, then moves his marker as instructed.
4. Play continues back and forth along the game board, proceeding from 1 to 50 as numbered. Pictured squares suggest rewards for good grooming or consequences for poor habits, when players move up or down the latter or slide as follows:
 - ladders lead up only. A player landing on the square of the bottom of the ladder moves up to the pictorial square at the ladder's top.
 - slides lead down only. If a players marker lands on a picture square at the top of a slide, he must move down to the pictured square at the slide's bottom.
5. The object of the game is to be the first to reach the blue ribbon square. If players exhaust card supply before someone "wins," cards can be shuffled and reused.

Adapted from Department of Public Instruction, Madison, Wisconsin



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→ 47	→ 48	→ 49	 50
← 34	← 33	← 32	← 31
 → 27	→ 28	→ 29	 ↑ 30
 ← 14	← 13	← 12	 ← 11
→ 7	→ 8	→ 9	 ↑ 10

Your hair wasn't washed all week. back 5 spaces	You practiced standing straight so your posture would be better. ahead 6 spaces	You squeezed a pimple on your face. back 5 spaces	You used deodorant all week without forgetting. ahead 6 spaces
You polished your shoes. ahead 3 spaces	You reminded your younger sister to brush her teeth. ahead 8 spaces	You said "No" when someone asked to borrow your comb. ahead 6 spaces	There is dirt under your fingernails. back 2 spaces
You changed the pillow-case on your bed every other day to help clear up your acne. ahead 8 spaces	You have been sitting up straight. ahead 8 spaces	You didn't brush your hair today. back 2 spaces	You washed your hair with a bar of soap. back 2 spaces

You brushed your teeth after eating breakfast. ahead 2 spaces	You cleaned up your room without being asked. to do so ahead 3 spaces	You had your hair cut into a style that looks nice. ahead 5 spaces	You were nervous and bit off all your nails. back 1 space
You washed your hair with shampoo. ahead 5 spaces	You pulled on a torn cuticle. back 2 spaces	You used only water, no soap, to wash your face back 2 spaces	You wore dirty clothes. back 2 spaces
Your acne got worse so you went to the doctor. ahead 3 spaces	You used your friend's hairbrush. back 3 spaces	You cut your fingernails round instead of pointed. ahead 5 spaces	You washed your face and rinsed it well. ahead 3 spaces

You washed your hair but did not rinse it well. Back 1 space	You have shared a smile today (and made two people happy). ahead 5 spaces	You patted your face dry gently. ahead 7 spaces	You forgot to use deodorant today. back 4 spaces
You left soap on your skin after washing. back 1 space	You couldn't decide whether to take a tub bath or a shower, so you did neither. back 4 spaces	You washed out your comb and hairbrush. ahead 8 spaces	You have been eating too much candy and not enough fruits and vegetables. back 3 spaces
Your face looks oily because you didn't wash it for two days. back 5 spaces	Before a tennis game you used anti-perspirant to help you stay dry. ahead 4 spaces	You are really trying to quit biting your fingernails. ahead 3 spaces	You ate a big apple today instead of a candy bar. ahead 4 spaces

The towel you have been using is dirty. back 3 spaces	You didn't brush your teeth for two days. back 5 spaces	Your face looks oily because you have been eating the wrong foods. back 3 spaces	You are trying to walk with good posture. ahead 6 spaces
You ate two candy bars today. back 4 spaces	After gym, you showered and used deoderant. ahead 7 spaces	Your fingernails are rough. back 1 space	You didn't stand up straight and tall today. back 3 spaces
You didn't pick up your clothes. back 3 spaces	Your smile is nice because you have clean teeth. ahead 5 spaces	You fixed your fingernails and they look nice. ahead 4 spaces	You started doing exercises and your posture has improved. ahead 4 spaces

GOOD HEALTH AND GROOMING HABITS

DIRECTIONS: Place a check under the correct statement after reading each good health habit.

	I do now	I need to improve
1. Shower or bathe every day	_____	_____
2. Wash my face morning and night	_____	_____
3. Brush my teeth 2 or 3 times a day	_____	_____
4. Clean my nails every day	_____	_____
5. Brush my hair thoroughly morning and night	_____	_____
6. Do some exercising every day	_____	_____
7. Shampoo my hair every week and more often if needed	_____	_____
8. Manicure my nails every week and more often if needed	_____	_____
9. Get 8 to 10 hours of sleep every night	_____	_____
10. Eat a balanced diet every day	_____	_____

NOTE: Prepare a transparency like the above check list. Using the overhead projector, read to the students as they check each item.

FINGERNAIL CARE--USE OF EQUIPMENT

Instructional Approach:

1. The two informational pages are read by students, with page of related exercises to be completed.
2. The page of sketches can be used in one of the following ways:
 - a. Cut out mounted on colored paper, and posted on wall.
 - b. As a master to make a transparency for projection.
 - c. Cut out and attached to 4 x 6" index card for self-study.
3. These self study materials can be used by students in preparation for:
 - teacher demonstration of steps in fingernail care.
 - students working together to practice using equipment.

Instructions for Evaluation:

- II. Completion: 1. brush 3. cut 5. break
2. cuticle 4. emery board

BODY CARE, FACE/SKIN CARE, POSTURE

Instructional Approach:

The information presented is intended to reinforce positive habits of grooming. The handouts on body and face/skin care have related exercises to test comprehension.

It would be appropriate to have compiled a number of grooming aids for students to examine. With both useful and unnecessary materials displayed, the students would be able to apply learnings as well as practicing techniques they may need to incorporate into their personal care program.

Instruction for Evaluation:

- Body Care: 1. False, 2. True, 3. False, 4. True, 5. True
6. False, 7. False, 8. True.

FINGERNAIL CARE

Your hands are always on display.

They are seen often by other people.

You want hands that you can be proud of.

You can be proud of smooth, clean hands.

You can be proud of hands with nicely shaped nails.

Look at your hands.

Do they look clean and well-cared for?

Now look at your fingernails. Are they clean?

Hands need to be washed with soap and water many times every day.

Fingernails need to be cleaned often too.

To clean fingernails, a nailbrush can be used.

Clean hands with well scrubbed nails look nice.

You will need to cut your fingernails about once a week.

Follow these steps:

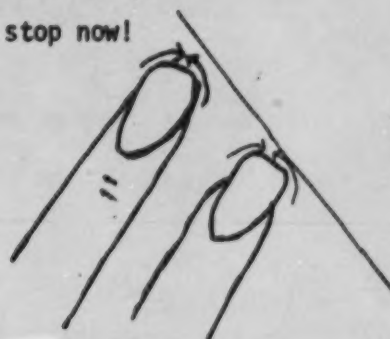
1. Start with hands that have been washed with soap and water, then dried well.
2. Your cuticle is the skin at the edge of your fingernail. The cuticle is delicate and is to be treated gently. If your cuticle is pulled, cut, or bitten, it gets damaged. After washing your hands, gently push back each cuticle. You can use a towel or a tissue for this.

3. Fingernails can be cut with a nail scissors or nail clippers. You should never bite your fingernails.

There are two things that do not look good:

- to see people nibbling on their nails.
- to see nails that are ragged and bitten.

So if you are a nail biter, try to stop now!

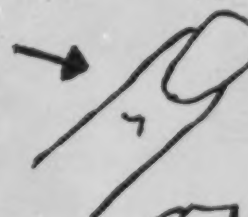


4. Nails can be shaped with an emery board or a nail file.

An emery board is best because it has a finer edge.

The nail should be shaped to look like this:

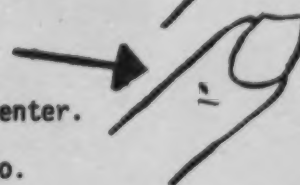
This rounded nail follows the lines of your finger and looks nice.



A nail shaped like this is too pointed:

Pointed nails break too easily at the center.

Nails that are too long break easily too.

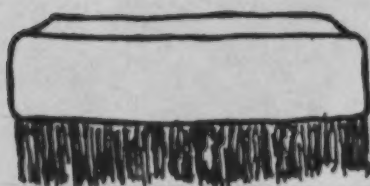


Remember, claws are for wild animals, not for you.



GROOMING

TO CLEAN UNDER NAILS

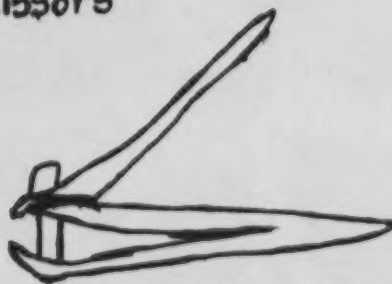


Nail Brush

TO
CUT NAILS

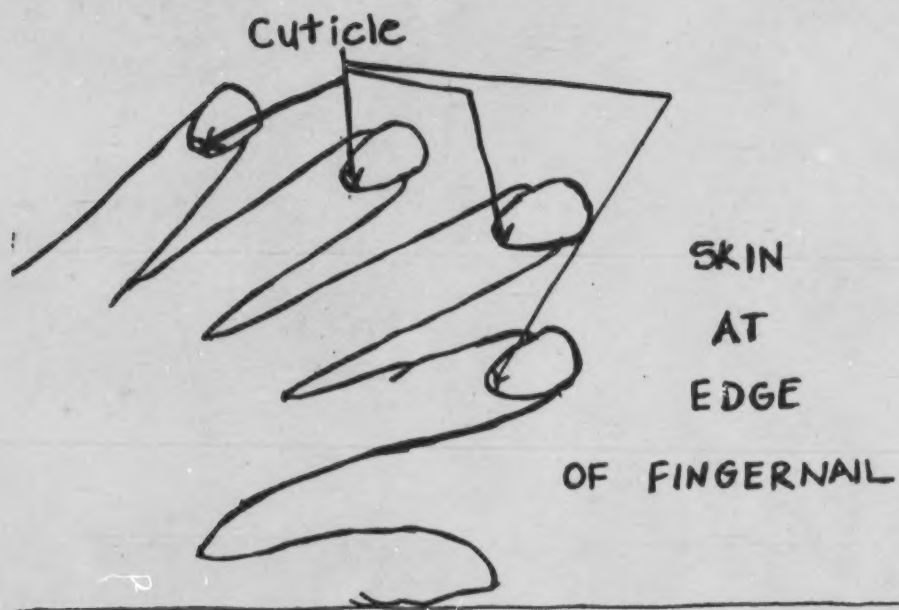


Nail Scissors

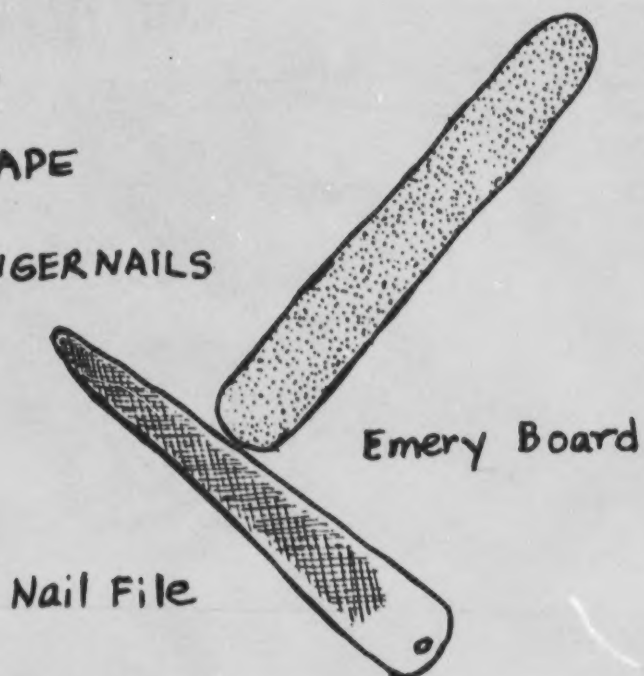


Nail Clippers

GROOMING



TO
SHAPE
FINGERNAILS



FINGERNAIL CARE

Name _____

I. Matching: Draw a line to the picture that goes with the word.

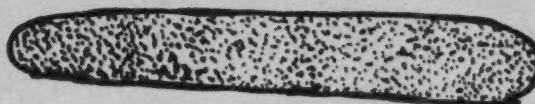
Nail Scissors



Nail File



Nail Clippers



Emery Board



Nail Brush



II. Completion: Write the correct word on the line to complete each sentence.

1. A nail _____ is used to clean under nails.
2. The skin at the edge of your fingernail which needs to be gently pushed back is called a _____.
3. Nail clippers are used to _____ nails.
4. Nails can be nicely shaped using an _____.
5. Nails that are too long or too pointed will _____ easily.

Words used are: break, brush, cut, cuticle, emery board

BODY CARE

To look and feel well, you need to stay clean.

Good grooming begins with a clean body.

You need to wash with soap and water every day!

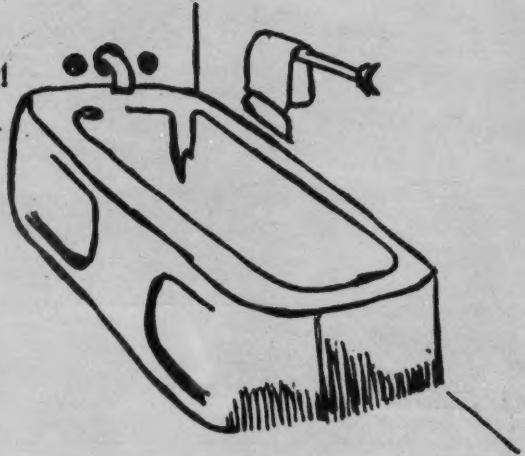
You can take either a tub bath or a shower.

A shower can be very quick.

A warm tub bath can help to relax you.

You decide whether to have a shower or a bath.

The main thing is to wash your entire body.



Pay special attention to areas that perspire.

To perspire means to sweat.

After a while, the sweat (perspiration) will smell.

Areas that perspire need extra scrubbing.

When washing, be sure to use enough soap in these areas.

After you are soaped all over, rinse yourself well.

Then pat yourself dry with a clean towel.

A bath or shower will get you clean.

But you will start to perspire again soon.

You will perspire under your arms the most.

Added protection is needed there.

There are two products you can use for this.

One is called a deodorant.

A deodorant helps stop bad odor.

Another product is an anti-perspirant.

It also can reduce wetness as well as stopping odor.



FACE/SKIN CARE

THINK ABOUT TIMES YOU LOOK AT SOMEONE'S FACE:

WHEN YOU TALK WITH A FRIEND.

WHEN YOU LOOK FOR A PERSON IN A CROWD.

WHEN YOU WATCH A PLAY.

IF SOMEONE HAS A SKIN PROBLEM YOU NOTICE IT.

WHEN OTHERS SEE YOU, THEY LOOK AT YOUR FACE TOO.

IF YOU HAVE A SKIN PROBLEM, IT WILL BE SEEN.

YOU PROBABLY CARE VERY MUCH HOW YOU LOOK.

IS YOUR FACE SMOOTH AND CLEAR?

WHEN YOU WANT TO LOOK YOUR BEST, ARE YOU HAPPY WITH YOUR FACE?

MANY TEENAGERS HAVE ACNE.

ACNE IS A WORD FOR PIMPLES AND BLEMISHES.

SOMETIMES ACNE IS ONLY A SMALL PROBLEM, BUT IT CAN BE BAD
ENOUGH TO LEAVE SCARS.

IN ALMOST ALL CASES ACNE CAN BE CLEANED UP.

MOST TEENS CAN HAVE SMOOTH, CLEAR FACES.

FOLLOW THESE RULES FOR A FACE YOU CAN BE PROUD OF:

DO: WASH YOUR FACE WITH SOAP AND WARM WATER.

WASH IT TWO, THREE, OR FOUR TIMES EVERY DAY.

RINSE WITH CLEAR WATER AND PAT DRY GENTLY.

USE A SPECIAL SOAP IF YOU HAVE PROBLEM SKIN.

DO: KEEP YOUR SKIN DRY

CHANGES IN YOUR BODY CAUSE OIL GLANDS TO WORK HARDER.

TEENS WITH OILY SKIN WILL MOST LIKELY GET ACNE.

TO AVOID OILY SKIN, DRY YOUR FACE OFTEN.

DO: KEEP YOUR HAIR CLEAN.

WASH IT WITH SHAMPOO AT LEAST TWICE A WEEK.

DON'T USE DIRTY WASHCLOTHS, TOWELS, OR PILLOW CASES.
CLEAN WASHCLOTHS AND TOWELS ARE A MUST.

CHANGING YOUR PILLOW CASE OFTEN WILL HELP TO KEEP
HAIR CLEAN.

DON'T PICK YOUR SKIN OR SQUEEZE PIMPLES.

SQUEEZING PIMPLES MAKES MATTERS WORSE AND CAN CAUSE SCARS.

HANDS CARRY GERMS...KEEP THEM AWAY FROM YOUR FACE!

DON'T EAT FOODS THAT WILL MAKE ACNE WORSE.

THERE ARE CERTAIN FOODS THAT CAN CAUSE PROBLEMS.

PROBLEM FOODS ARE SWEETS LIKE CHOCOLATE AND GREASY FOODS
LIKE POTATO CHIPS OR DOUGHNUTS.

PEOPLE WITH ACNE NEED A BALANCED DIET WITHOUT TOO MANY
SWEETS AND GREASY FOODS.

DO REMEMBER THE QUICKEST BEAUTY SECRET OF ALL: A SMILE.

DON'T FORGET TO USE YOUR SMILE OFTEN!

GIRLS: DON'T PUT ON TOO MUCH MAKE-UP.

CLEAN, CLEAR SKIN DOESN'T NEED A COVER UP.

DON'T EVER PUT MAKE-UP ON AN UNWASHED FACE.

THE OLD MAKE-UP AND DIRT NEEDS TO BE REMOVED FIRST.

BOYS: DO BE CAREFUL SHAVING IF YOU HAVE PROBLEM SKIN.

DO FIND OUT ABOUT SPECIAL LOTIONS FOR YOUR FACE.

THEY CAN SMOOTH OUT YOUR SKIN AND TREAT CUTS AND NICKS.

BODY CARE

NAME _____

THESE STATEMENTS ARE TRUE OR FALSE. CIRCLE THE RIGHT ANSWER.

- TRUE FALSE 1. CREAMS CLEAN YOUR SKIN BETTER THAN SOAP.
- TRUE FALSE 2. IT IS BETTER TO TAKE A SHOWER THAN A TUB BATH.
- TRUE FALSE 3. YOU DO NOT HAVE TO RINSE ALL THE SOAP OFF YOUR BODY.
- TRUE FALSE 4. IF YOU TAKE A BATH, YOU DON'T NEED TO USE A DEODORANT.
- TRUE FALSE 5. PERSPIRATION MEANS BODY SWEAT.
- TRUE FALSE 6. EVERYBODY PERSPIRES, ESPECIALLY TEENS.
- TRUE FALSE 7. A DEODORANT KEEPS AWAY ODOR.
- TRUE FALSE 8. AN ANTI-PERSPIRANT HELPS TO KEEP YOU DRY, TOO.

FACE/SKIN CARE

DO

DON'T

126

MANNERS

There is one important word to know when thinking about manners. That word is consideration. If you consider what is best for other people, you have good manners. Manners are not selfish ways of doing things. Good manners help you to be a good friend. There is always time for being a friend. Have you ever felt funny because you didn't know the right way to act? Everybody feels like that at times. When you are not sure what to do, then it helps to know the rules of etiquette. These rules will help you know how to act. Here are some reasons for learning rules of etiquette.

Rules help people know what to do.

What would a baseball game be like without rules? No one would have to wait for a turn at bat. Players could run wherever and whenever they wanted. Everyone would become pretty confused about what to do. Pretty soon the game would end.

Rules help people get along.

If your manners are good, others will notice. They will like the way you are acting. If they do not know you very well, they may decide they they want to know you better.

Rules make things easier.

Have you ever entered a room full of people. Did you feel nervous? This is when well-learned rules of etiquette can take over. You use rules to tide you over. After a while you feel more comfortable.

Rules help control things.

There are different rules of etiquette for groups who are expected to act in certain ways. Different rules are used by doctors, teachers, and secre-

tries. The same person will even practice different rules at different times. Do you act the same when you are at a party as when you are in the library? Think about other times when you act different ways. A person needs to know the right rules to use for the group he/she is with.

MANNERS

Name _____

These ten sentences are about manners. Read each sentence. Decide whether you agree or not, then circle yes or no. Be ready to give a reason for each answer you choose.

1. We can sometimes learn the correct way to do things by watching others (yes) (no)
2. It is easier to learn good manners when you are young than when you are a teenager. (yes) (no)
3. Good manners at home are as important as good manners in other places. (yes) (no)
4. If you are rude, you can expect others to treat you nicely. (yes) (no)
5. It is all right for a 17-year-old to be rude to a 9-year-old. (yes) (no)
6. It would upset you to have a teacher correct you in front of your friends. (yes) (no)-
7. Parties are more fun when everyone remembers to use his/her manners. (yes) (no)
8. A well mannered person is more popular than a noisy, selfish person. (yes) (no)
9. Parents should teach their children how to behave and use good manners. (yes) (no)
10. It helps to know the correct ways to act in different places. (yes) (no)

NUTRITION AND FOOD USE

1. General Suggestions

- a. Encourage the visually handicapped to "see" with the senses, e.g.

1. Touch

- a. Use clean hands to measure, test, and judge.
- b. The consistency of food will indicate the degree of doneness. To test for doneness, feel with the tip of a cooking spoon or pierce with a fork.
- c. Identify foods by weight, e.g. the salt shaker is heavier than the pepper shaker.

2. Hearing

- a. Listen for the sound of boiling water.
- b. Listen for liquids boiling over when the heat is too high.
- c. Use a timer with a bell. The graduations on the timer can be marked with solder, with one dot for every 10 minutes and two dots in between for 5 minute intervals..

3. Smell

- a. Smell to identify spices.
- b. Smell to know when foods are done, e.g. fried foods have a "browned" odor.
- c. Smell to check for food spoilage.

b. Help develop good organization

- 1. Containers: Separate containers having the same shape to avoid confusion, or label with Braille or coded tape.
- 2. Labels: Develop a labeling code with tape cut into different geometrical shapes, such as triangles, circles, squares, etc.
- 3. Start cleaning at one end of a surface and systematically work across.
- 4. Have a permanent place for everything to save time and motion. In the foods laboratory, a special section could be used for the visually handicapped student.

5. Do all similar tasks at the same time and same place, e.g., clean all vegetables at the same time by the sink.

c. Clean-up

1. Use a large tray under bowls and small articles to catch spills.
2. Keep a garbage container close to the preparation area so that all garbage and trash can be disposed before it becomes clutter.
3. Replace jar lids and close boxes immediately after use to avoid confusing lids and spilling.
4. Peel vegetables over a newspaper or paper toweling for easy clean-up.
5. Use a damp washcloth to keep fingers clean, avoiding smears and smudges. Since the visually handicapped cook uses his/her hands for performing tasks, it is necessary to practice utmost cleanliness.

d. Time

1. Menus and shopping - Plan for a whole week. Cook ahead when convenient.
2. Use mixes and convenience foods when efficient and economical, e.g. instant potatoes are much easier to prepare than peeling, and mashing potatoes.
3. Cook double quantities of foods that freeze well if there is adequate freezer space.
4. Use kitchen shears for cutting salad greens and trimming meats.

e. Safety hints in the kitchen

1. Keep work surface uncluttered in the kitchen, so that sharp knives and other items that could cause accidents will be avoided.
2. Wash sharp knives separately, to prevent cuts.
3. Keep paper and cloths away from the range.
4. Keep matches in a safe place, such as in a glass jar.
5. Use a can opener that does not leave a rough edge on the can or lid.

6. Use a pan large enough for the amount of food being prepared to avoid having food boil over. A larger pan than usually used will be helpful.
7. Use a damp spongecloth or suction cups to anchor bowls to the counter while mixing.
8. Place suction cups under the cutting board to stabilize the cutting board.
9. Place pots and pans on the range before the burner is turned on.
10. Use heavy-bottomed pans that will not tip.
11. Turn handles away from the edge of the range.
12. Do not deep fry in a shallow pan.
13. Many "fried" foods can be baked instead, such as fried chicken, potatoes, bacon, etc.
14. Dip rather than pour when possible.
15. Always use long asbestos oven mitts.
16. Pull oven rack almost halfway out when placing a dish in the oven, and prevent burned arms. Put dish on the front half of the rack and push shelf in slowly.
17. Avoid garments with loose, long sleeves or flapping ribbons or ties.

f. Special or adapted equipment

1. Use stainless steel nails to hold food in place on the cutting board.
2. To hold bread steady for buttering or other preparation, add two strips of wood around the corner of the cutting board to form a right angle.
3. For easier handling of spoons, knives and other hand-held utensils, build up the handles with materials such as foam rubber. Also bend handles of measuring spoons to form small "dippers."
4. Long-handled barbecue tongs can be used for reaching lightweight supplies from high shelves.
5. Use self-contained storage for knives and other sharp implements.

6. Avoid baking dishes, mixing bowls, and measuring devices made of glass because of their breakability.
7. Use of the locklid saucepan may prevent burns and anxiety of being burned because it allows foods to be drained without removing the cover.
8. Graduated measuring cups are more practical to use than cups marked on the side.
9. The grip turner, which is a pair of tongs with wide surfaces, helps the visually impaired to turn foods without spattering.
10. Braille oven controls, timers, and other dials with spots of plastic glue, which dries quickly and can be replaced easily.

SANDWICH SPREADING

Orientation to size and shape of surface is important. Locate center. Place bread slices on cutting board, and utensils and spread above the board. A wide flat metal spatula is best, but table knife is sufficient.

Fill spreading utensil with large amount of filling. Be sure spread is soft to avoid tearing bread. Place filling in center of bread. Spread from center to top left corner; return to center and spread to top right corner. Repeat and spread to bottom left and right corners. Place utensil in top or right corner and spread left to right and back and forth from top (in an "S" shape).

(Use a cutting board with two strips of wood around a corner to form a right angle, so that bread can be pushed into the corner without sliding off the cutting board.)

Adapted from A step by Step Guide to Food Preparation for Blind Persons,
Cooperative Extension Service, University of Nevada, Reno, 1976.

MEASURING DRY, LIQUID, AND SOLIDS

Correct measuring of ingredients is essential. Measuring and leveling ingredients over the sink, trays, or wax paper avoids clean-up. Essential basic materials helpful in Food Preparation:

TRAYS are essential in assembling ingredients and help keep ingredients in order of their use. Then remove from tray to avoid the guesswork of remembering if an ingredient has been added. Use a tray as a catch-all for measuring dry and liquid ingredients if sink is not near work area.

APRONS WITH TOWEL ATTACHED or disposable towels are helpful to clean-up spills, wipe bottles, jars, and container. Blind homemakers have more contact with food as sense of touch which is vital in food preparation.

MEASURING CUPS AND SPOONS - Measuring cups with a long straight handle are best for measuring. The grip is steady and greater ease when placing the thumb or index finger over the edge of cup to determine fullness. The graduated measures are 1/4, 1/3, 1/2, 1 cup. Keep the complete set together to check sizes; as needed during preparation, this will avoid guesswork.

Measuring spoons that are purchased attached to a ring are most helpful. The set stays together for easy identification. Sizes include 1/4 tsp., 1/2 tsp., 1 tsp., and 1 Tbsp. A good set should measure 16 Tbsp. or 48 tsp., to 1 cup, and 3 tsp. in one tablespoon.

MEASURING DRY INGREDIENTS

FLOUR:

Never pack flour in cup. If scooped from container with measuring cup, sift on wax paper or in a bowl first. Spoon, sifted flour lightly into graduated measuring cup until full. Level with edge of table knife, on flat surface. Place knife edge at handle and gently skim the top of the cup. Presifted flours need not be sifted, spoon from container to avoid packing and improper measuring.

SUGAR

Granulated sugar does not need sifting unless it is lumpy. To measure: Spoon into measure over the container or scoop from container and level with knife as stated above.

BROWN SUGAR:

A new product called brownulated brown sugar requires no sifting, no packing and it pours. Texture is granular like white sugar. One third cup is equal to 1 cup of the soft type brown sugar. Store brownulated sugar in cupboard as it will not lump, does not dissolve as readily as moist type. When measuring the moist type of brown sugar be sure to pack it in measuring cup or utensil. Store in refrigerator to avoid lumping and drying out. If sugar is lumpy, place in a plastic bag or brown bag and roll out lumps with rolling pin. Pack with the back of spoon to assure proper measure.

BAKING POWDER, SALT, SPICES, ETC.

Dip measure into dry ingredients until full, lift out and level with fingers or knife edge. Store in wide mouth jars if measures do not fit into container.

EXTRACTS

Pour extracts in wide mouth jars (baby food jars), dip measure in jar, check for fullness with index finger resting directly across measure. Finger must be dry or tactile touch will not be determined. To measure from extract bottle, hold measure over bowl resting hand lightly on edge of bowl to level. Place index finger or thumb lightly over edge. Pour, slowly, finger will indicate fullness. Spill over will fall into bowl. To pour back into bottle-----grip the neck of the bottle with thumb and index finger. Rest bowl on fingers and pour into bottle. Wipe bottle with damp cloth before replacing in storage.

MOLASSES, SYRUPS, HONEY:

Rinse measuring utensil in hot water and place jar in hot water. Heat makes syrups thin out for easy pouring and avoids coating the measure for accurate measuring. Dip into jar, or pour over sink or tray. Be sure to wipe jar rim and sides before replacing to storage.

OIL

Keep in refrigerator, coolness assures tactile contact. If oil is not used often and stored in cupboard, it may become rancid. To measure, pour into measure over the sink; this will avoid a lot of clean-up. Oil may also be dipped out of a large bowl or utensil. Return remainder to bottle; use fingers as a funnel over the rim of the bottle.

MILK

Pour into measure over sink or tray. Use thumb or index finger over the edge of measure to determine fullness.

BOILING WATER

Boil water in coffee pot and pour from spout over the sink. Boil water in large pan in a greater amount than is desired; bring to the sink and dip out required measure. A covered pan will decrease time for boiling.

SHORTENING AND SOLID FATS

Scoop shortening from side of can, do not dig in center. Pack firmly with the back of spoon. Fill measure full and level off with the edge of a knife. Remove from cup by placing knife against cup side directly inside the cup with flat side of knife. Follow the contour of the cup making a complete circle. Hold over bowl and pull knife out with shortening. Use fingers or rubber spatula to remove shortening that remains. Butter or margarine, for convenience in measuring can be purchased in stick form. Each stick equals $\frac{1}{2}$ cup or 8 Tbsp. To measure $\frac{1}{4}$ cup or 4 Tbsp. cut stick in half. To measure 2 Tbsp. cut stick in half and then divide half of stick in half again.

WATER DISPLACEMENT METHOD FOR SHORTENING AND SOLID FATS

Solid fats can be measured by water replacements. To measure 1 cup of fat:

Put one cup of cold water in a 2 cup measure. Scoop shortening from container. When WATER reaches 2 cup mark one cup of shortening is accurately measured.

Adapted from "Step by Step Guide to Food Preparation for Blind Persons," Cooperative Extension Service, University of Nevada, Reno, 1976.

SPECIAL AIDS USED IN TEACHING FOODS

1. Color coded cups, spoons and recipes.

- A. Color applied to sides and handles of dry measuring cups and spoons with tape or paint.
- B. Picture recipes with measuring cups and spoons colored the appropriate color.
- C. Color code:

1 cup measure
1 tablespoon YELLOW

1/2 cup measure
1 teaspoon GREEN

1/3 cup measure
1/2 teaspoon RED

1/4 cup measure
1/4 teaspoon BLUE

- D. The liquid measuring cup (glass is not coded but the recipe is) coded in the same colors as the corresponding dry measure.

- 2. Simple color coded picture recipes are given the students for their file.
- 3. Students are given individual file folders with indexes for filing their recipes.
- 4. Loose leaf cookbooks are compiled for each kitchen. Each page of the recipe book is encased in a plastic cover in case of spills.
- 5. Color coding the upper right hand corner of the recipe can be used to show which food group or groups the product includes.

- A. The colors used are: Bread & Cereal YELLOW
Meat RED
Fruits and Vegetables. GREEN
Milk BLUE

- B. Students can plan menus by selected one recipe from each group.

6. Daily Food Guide Chart

- A. A large tag-board chart showing the basic 4 food groups illustrated by using colored pictures of the different foods which belong in each category.
- B. List the daily requirement of each group.
- C. This can be used as often as possible to demonstrate good nutrition.

7. Fruit Chart and Vegetable Chart

- a. A large tag-board chart showing the different types of fruits that are available is a handy tool when studying fruits and good nutrition. Citrus fruits are grouped together, and names help them to recognize the fruit.
- B. The vegetable chart is similar to the fruit chart--showing many examples of green, orange, and other colored vegetables. This helps students with lesser known vegetables that are nutritionally good.

8. Table Setting Chart

- A. A large stand-up chart showing an individual place setting.
- B. Individual sheets with a diagram of place setting for student's file.

9. Clock-timing Game.

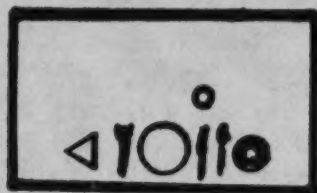
- A. The concept of timing in baking and cooking is a difficult one. Making a game of it seems to help.
- B. Four large tag-board clocks with moveable hands are made. One is used in each kitchen of 4 students.
- C. Having all clocks set at a certain time, each kitchen is given the time required for baking or cooking a certain food. They are to move the hands to the spot showing when the product would be done.
- D. The rest of the class checks each kitchen group's results.

10. Oven-dial Game

- A. Setting the thermostat dial on both the gas and the electric ovens was difficult for some students.
- B. Large oven dials can be reproduced on cardboard with moveable parts.

- C. This game is used in conjunction with the recipes and the clock timing dials: A student is given a recipe with a certain time for baking a product, given one of the clocks (set at the present time) and asked to set the clock for the correct length of time necessary to bake a product. The student is also to set the correct temperature setting on the oven dial.
11. Food-storage Game
- A. Each kitchen of 4 students work together on this game.
 - B. Each group is given 3 posters illustrating a kitchen cupboard, a refrigerator and a freezer. They also receive a stack of 4 x 6 cards. On each card is pasted a picture of a different food product which might be purchased in a store and with its name printed on it.
 - C. The students are then asked to put the food (card) by the poster which would be the appropriate place in which to store the food when brought from the grocery store. (And in some cases, after the container had been opened.)
12. Flash cards and Terminology, Abbreviations, Fractions and Temperatures
- A. Commonly used terms such as beat, stir, pare, peel, oven, roast, boil, fry, simmer, chill, dice, chop, mix, cool and bake were printed in large print on cards and used in study of these terms.
 - B. Abbreviations which are commonly used as C. for cup, tsp. for teaspoon, etc.
 - C. Commonly used fractions ($\frac{1}{3}$ c. or $\frac{1}{2}$ tsp.)
 - D. Frequently used temperatures (oven) are studied--especially for students who do not read.
13. Box of frequently used kitchen utensils for study and review in associating correct name to a certain piece of equipment and its use: The box contains such things as a rubber scraper, spatula, pancake turner, coded measuring cups and spoons, liquid (glass) measuring cup, can opener, kitchen shears and other miscellaneous small utensils.
14. A large supply of empty cans and packages which can be used in studying the directions, suggestions, and other information contained on the label. This is often very difficult as the printing on labels tend to be small and the students' eyesight is not always adequate.
15. Daily newspapers with weekly ads and coupons for the local grocery stores to be used when learning about shopping.

16. Have students make placemats of construction paper. One side of each placemat will have a drawing of a place setting.



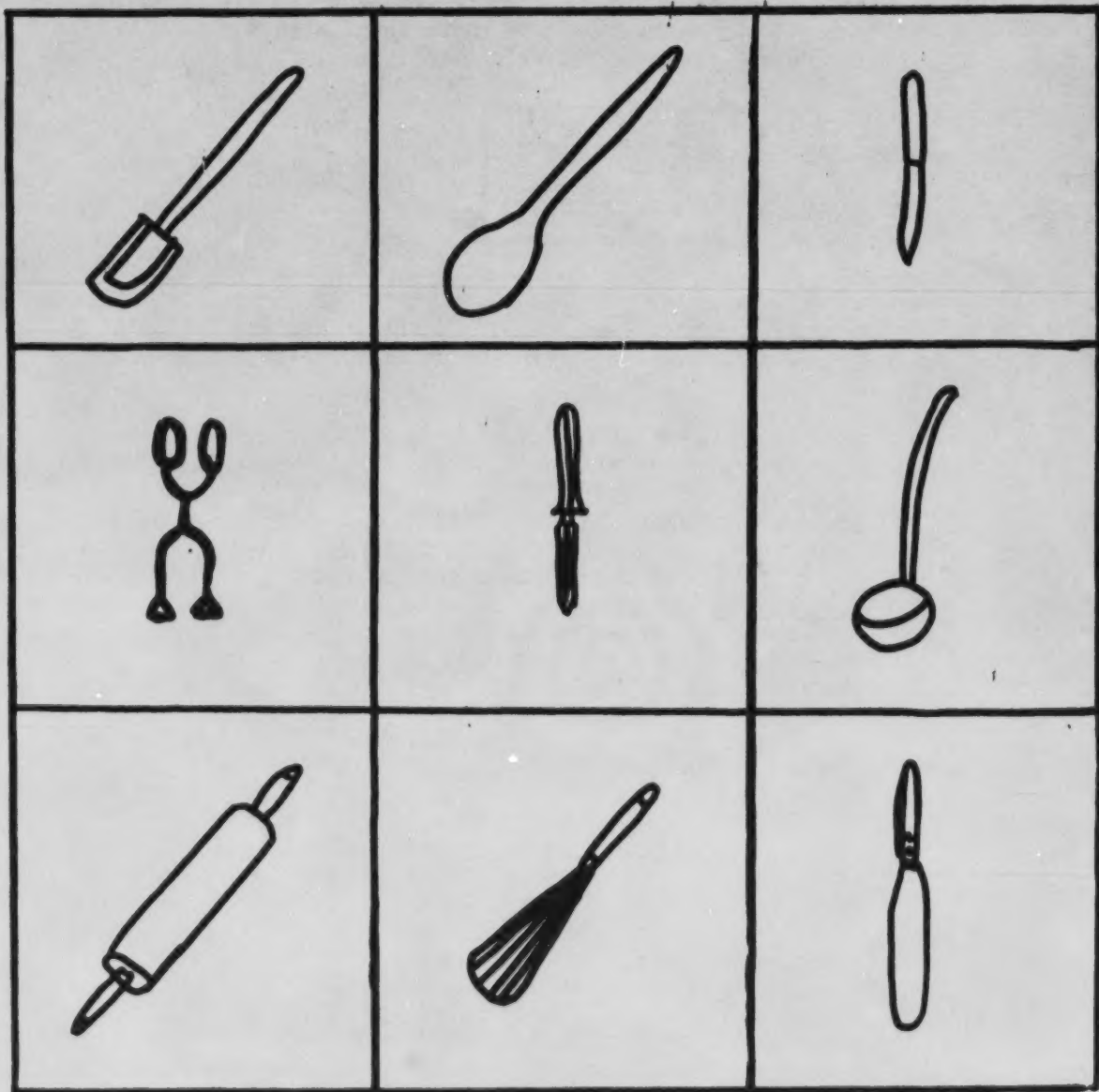
On the other side make a collage of one of the basic 4 food groups. You will have 4 placemats. You can cover the finished placemats with clear contact paper or laminate them.



17. Have the students make a notebook. They should use the following questions. Be sure they use different pages for each of the basic four.
1. What is the name of this food group?
 2. How many servings of this food group do you need to eat each day?
 3. What nutrients are found in this food group? (Some of the lower level students may not need to try this.)
 4. Why is this food group needed in your diet?
 5. List at least five foods that are found in this group.
 6. Find at least three pictures of foods from this food group. Paste them on this page and any extra pages that you need.
18. Have students keep a record of their total food intake for a 24-hour period. Then let them make a notebook answering the following questions.
1. List the foods you ate from the Milk Group.
 2. List the foods you ate from the Meat Group.
 3. List the foods you ate from the Fruit-Vegetable Group.
 4. List the foods you ate from the Grain Group.
 5. List the groups for which you had a number of servings that are recommended in the Daily Food Guide.
 6. For which groups did you not have the number of servings suggested in the Daily Food Guide?
 7. How many servings more of each group did you need to have for a balanced diet?
 8. Decide whether your diet was a balanced one or whether it needed improvement. The student will need your help or should work in a group that can help them.

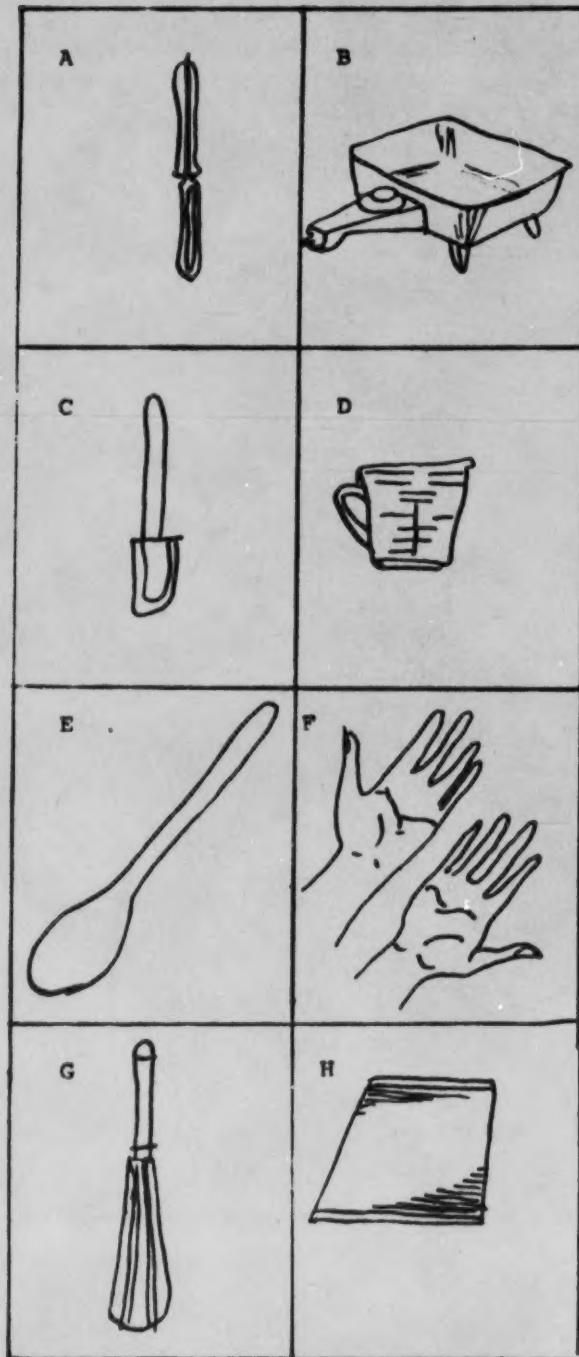
**BINGO GAMES
FOR
IDENTIFICATION OF KITCHEN TOOLS**

DIRECTIONS: 1. Call out name of tool. 2. Student will place button on appropriate illustration. 3. Student will have bingo when three buttons in a row vertically, diagonally, or horizontally in place.
(May use 16 squares) This activity may be adapted to other subject areas.



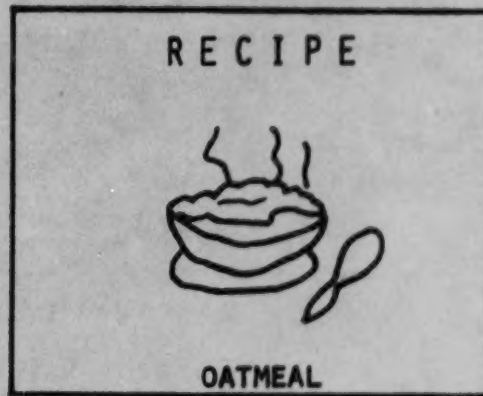
SELECTING TOOLS

DIRECTIONS: For each direction below, choose the proper tool.



1. Beat egg whites _____
2. Scrape sides of bowl _____
3. Bake cookies _____
4. Stir mixture _____
5. Peel potatoes _____
6. Cook Hamburgers _____
7. Measure milk _____
8. Knead dough _____

SUGGESTED METHOD TO WRITE A RECIPE



YOU NEED



WATER



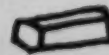
SALT



OATMEAL



SUGAR



MARGARINE

1

PUT



3 CUPS
WATER



$\frac{1}{2}$ TEASPOON
SALT



1 $\frac{1}{2}$ CUPS OATMEAL



MEDIUM POT

140

Idea Adapted from The Cooking Kit, The Junior League of Spartanburg, Inc.
Spartanburg, SC.

2 STIR



MEDIUM POT

3 BOIL ON HIGH HEAT



4 TURN HEAT TO HIGH

5 STIR AND COOK 1 MINUTE



6 TURN STOVE OFF

7 PUT LID ON POT



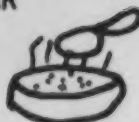
8 WAIT 3 MINUTES



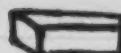
9 SERVE

WITH SUGAR AND MARGARINE

SUGAR



MARGARINE



113

Adapted from The Cooking Kit

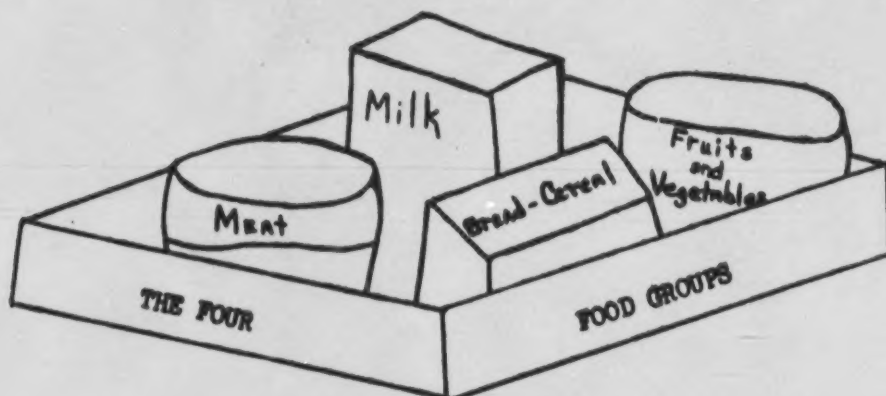
T O S S

NUTRITION FUN --- WITH KITCHEN EQUIPMENT

EQUIPMENT: 4 containers such as:

juice can
cottage cheese carton
milk cartons (cut off top)
bread pan
large shallow box
13 discs--which could be beans
buttons or bottle caps

OBJECT: Let each player take turns tossing the discs--trying to toss the correct number (recommended servings) into the four food groups.



B E A N B A G T O S S

Let players sit on chairs in a circle. Name one player "It" and give him a bean bag (a small towel tied in a knot can be substituted). Caution the children to toss carefully so nothing else in the room is touched or damaged.

As the player tosses the bean bag to another player, he names a food group. The player catching the bean bag names a food in that group and tosses the bag back to "It," who then throws to another player and names another group. If any player fails to name a food within about 15 seconds, or if he names a food that has already been mentioned, or if he names a food not in the food group, he becomes "It" and must do the tossing.

Adapted from Cooperative Extension Service, Clemson University, Clemson, S. C.

TOSS FOR HEALTHFUL FOODS

Draw the form on heavy paper - or with chalk on pavement or with a stick in the earth. Paste pictures of food on cardboard and place in appropriate areas. Use small flat pebbles, dried beans or other suitable material for players to toss.

The player stands behind the toss for Healthful Food Line and tosses 4 pebbles, one at a time. If the pebble falls on any Basic Four Food Area, he gets 4 points. No points are scored when the pebble lands in another area - or 5 points off if it lands in the candy area. Also, no points are scored if the pebble goes out of the playing area. Have players to take turns and the one getting a total of 30 points first, wins.

5 Off for Candy		
4 Bread, Cereals	4 Meat	
0 Soda	0 Coffee	0 Pie
4 Milk, Cheese	4 Fruits, Vegetables	
TOSS FOR HEALTHFUL FOODS		

FOOD TREASURE HUNT

1. Hide pictures of foods around the room or in a given area outdoors.
2. Have participants work along or with partners depending on group size.
3. Allot a certain amount of time for them to hunt for pictures.
4. Winner is one who finds the most pictures. Ask winners to arrange their food pictures into the 4 food groups or into a meal or snack.

FOOD PUZZLES

Cut pictures of food (magazine illustrations, or advertising pictures) into a number of pieces.

Mount pictures on light cardboard before cutting.

Place each picture in envelope.

Assign picture puzzles to individuals or groups.

Discuss picture puzzle when it is completed.

EXAMPLE: a carton of milk -- In what food group does it belong?
How many servings are required? Name other ways to use milk besides drinking it?

GET TOGETHER WITH A FOOD GROUP

Prepare cutouts of foods in each of the Basic Four Food Groups. Pin a cutout on each person as they arrive. At a given signal -- see which Basic Four can assemble first.

Example:	milk	rice	apples	baked beans
	cheese	grits	tomatoes	hamburgers
	ice cream	bread	squash	fish
	margarine	flour	oranges	fried chicken

THIRTEEN

Place four fruit jars or tall cans about two inches apart to form a square. If the jars or cans are put in a box it will be easier to gather up the beans for the next player. Label each jar with the name or picture of one food group. Or, set each jar on a piece of colored paper to match the food guide chart - yellow for milk, pink for meat, green for fruit and vegetables, and brown or tan for cereal.

Give the first player 20 beans or small buttons. In turn, each player stands by the jars and from waist level, drops the beans one at a time into the jars, trying to get three in the milk jar, two in the meat, four in the fruit-vegetable and four in the cereal jars. (Total 13, the name of the game.) A player may choose where he wants to stand, but must drop all of his beans from the same position.

Each player has 20 tries if he needs them. If no one has a perfect score, the player coming nearest, wins.

CHARADES
(Teenagers)

Write each of the following on a separate piece of paper or choose other situations pertaining to eating or grooming. Each person would pull a slip of paper from a hat or paper bag. Do not let the others see what is written on your slip. Use gestures to perform or act out the situation written on your slip. Do not speak. Let the others guess what you are doing.

- | | |
|---|---|
| 1. Put ingredients in a pan, adjust heat and stir | 8. Putting on makeup |
| 2. Cutting and eating a tough piece of meat | 9. Cleaning and filing fingernails |
| 3. Sewing on a button | 10. Measuring and marking hemline |
| 4. Washing your sweater | 11. Cleaning window |
| 5. Brushing your hair | 12. Making up a bed |
| 6. Setting the table | 13. Kneading biscuit dough and cutting them out with a biscuit cutter |
| 7. Measuring and sifting dry ingredients | 14. Using an egg beater to whip cream |

FOOD SCRAMBLE

Write foods and nutrition terms on paper with letters mixed. Let youths unscramble and correct words.

- | | |
|-------------------|-----------------|
| 1. lepap eip | (apple pie) |
| 2. cabon | (bacon) |
| 3. stirg | (grits) |
| 4. rehambugr | (hamburger) |
| 5. ilchi | (chili) |
| 6. teinrop | (protein) |
| 7. sgge | (eggs) |
| 8. eliminras | (minerals) |
| 9. tafs | (fats) |
| 10. shaycraobrdte | (carbohydrates) |
| 11. pitnru renegs | (turnip greens) |
| 12. sinatvim | (vitamins) |

SET THE TABLE

1. On an old sheet or piece of material paint a table or draw it with a crayon.



2. Give each person a picture of a food to pin on the table.
3. Blindfold each player and have them take their turn at pinning their food on the table.
4. After everyone has had their turn discuss the foods that got on the table

Were they nutritious?

Were they empty calories?

What food group did they belong to?

What foods could be added to make a nutritious meal?

FOR DINNER I LIKE

This is an alphabet game. The first player starts by saying, "For dinner I like _____." He names something that begins with "a," such as apples, apricots, or asparagus. The second player must name something beginning with "b," such as, beans or beets. The third player should prefer cabbage or carrots, and so on down the alphabet, omitting "x" and "z" because it is hard to find foods beginning with those letters. If anyone takes longer than half a minute to name something beginning with his, letter, he must drop out of the game.

GROCERY STORE

Divide group into 2 teams.

Leader calls out a letter of the alphabet. The first person to call out the name of some article beginning with that letter that is found in the grocery store wins a point for his team. Keep score and the first team getting 10 points wins.

DISCOVERING FOOD GAMES

Using index cards, prepare a deck of playing cards. Each card should contain the name and picture of one of the following foods (the list contains 12 foods from each of the 4 food groups). The students will enjoy making the cards. The cards can be covered with clear contact paper or laminated so they can be used again.

WHOLE MILK	WEINERS
BUTTERMILK	BACON
COCOA	BEEF ROAST
ICE CREAM	BOLOGNA
COTTAGE CHEESE	CHICKEN
SOUR CREAM	EGGS
WHIPPING CREAM	HAM
CHEDDAR CHEESE	PORK CHOPS
SWISS CHEESE	SALMON
CREAM CHEESE	TUNA FISH
MILK SHAKE	HAMBURGER
ICE CREAM BAR	SHRIMP
ASPARAGUS	GRITS
LIMA BEANS	NOODLES
BEETS	RICE
COLLARDS	BISCUITS
CUCUMBER	PUMPERNICKEL BREAD
BLACKEYED PEAS	CORNMEAL MUFFINS
APPLESAUCE	ROLLS
GRAPEFRUIT	WAFFLES
GRAPE JUICE	GRAHAM CRACKERS
PEACHES	OATMEAL COOKIES
WATERMELON	MACARONI
PRUNES	FRENCH BREAD

The following card games for four to five students can be played with the cards prepared above.

EMPTY CALORIE OLD MAID: Prepare one additional card with potato chips or a soft drink pictured and named on it. Shuffle and deal all cards to players. If players have matches (i.e., two foods from the same food group), the matched cards are discarded. The player to the left of the dealer draws a card from the player to his or her left. If the card drawn matches a card in the player's hand, the cards are discarded. Play continues around the circle. The first person to be out of cards is the winner. The person who ends up with the "Empty Calorie" card is the loser.

DISCOVERING FOOD GAMES

"FOOD CONCENTRATION"

and

"FISH FOR THE BASIC FOUR"

FOOD CENTRATION: Shuffle the cards and turn them face down on a table. The player to the left of the dealer turns over two cards. If the cards match (are two foods from the same food group), the player keeps the pair and turns over two more cards. If the cards do not match, they are turned back over in the same place and the next player to the left proceeds. The person with the most pairs at the end wins.

FISH FOR THE BASIC FOUR: The cards are shuffled and four each dealt to players. The remaining cards are placed face down in a pile within reach of all players. Players work to get a "book" of four cards, one card from each of the four food groups. The player to the left of the dealer can ask any other player for a specific card. For example, a player might say, "Andy, do you have a card that gives a food from the Grain Group?" If the player of whom the request was made has the card, he or she must give it up. The original player receives the card and asks again. If the second player does not have the requested card, the first player must draw a card from the pile and the next player takes a turn. The players place each acquired "book" on the table in front of themselves. Play continues until all players are out of cards. The player with the most "books" is the winner.

Adapted from Discovering Food

HOME SAFE BASEBALL GAME

Area: Foods & Nutrition/Safety in the Kitchen

DIRECTIONS

1. Divide class into 2 groups.
2. Each team member will take his turn at bat selecting a question for a specific point value.
3. Point value one is equivalent to a single hit, two level is a double, three a triple, and four represents a home run.
4. If a team member is at third base and a single is hit, then the runner on third base scores.
5. If a team member advances to third base and a double is hit, the runner on first advances to third base only.
6. Each team is allowed three outs.
7. If the team member misses answering a question, then he is considered out.
8. To answer questions a time limit is as follows: 30 seconds for point value one, 45 seconds for point value two, 60 seconds for point value three and 75 seconds for point value four.
9. A score board is to be kept on a chalk board. The diamond is provided with the game and the questions are placed in the respective point value pockets.
10. Baseballs are included to represent the runners.
11. A sheet of tagboard with attached pockets serves as the game board.
12. The game ends when the time limit has elapsed or three innings have been completed.

QUESTIONS FOR CARDS PLACED IN POINT POCKETS

Point value one (true or false)

- Use water on a grease fire.
- Pull on the cord to disconnect appliances from the wall.
- Clean up spilled liquids and grease right after the meal.
- Never use a towel to hold hot pans.
- Use water to put out an electrical fire.
- Put sharp knives in the dishwasher along with other silverware.
- Always cut toward yourself.
- Use a fork or a knife to lift toast from a toaster.
- Dry hands before plugging in electrical appliances.
- Use a can opener not a knife to open tin cans.

Point value two

- What do you use to handle hot pans?
- What tool is used to press food into grinders?
- What do you hold onto when disconnecting appliances from the wall?
- If you put water on a grease fire what will happen?
- Why should you have dry hands before touching electrical equipment?
- What type of tool should you use when working with a mixer?
- Why shouldn't you put sharp knives in the dishwasher?
- What would you do with a towel that was on fire?

HOME SAFE BASEBALL GAME (CONTINUED PAGE 2)

Point value three

- What are two ways to put out a grease fire?
- What is the meaning of the UL label on appliances?
- Why should you not use a metal spoon, fork, spatula, or wooden spoon in a mixer while it is on?
- Why do you wipe up spilled foods immediately?
- How do you put out an electrical fire?
- What are two reasons for using cold water in a garbage disposal?
- Why do you use hot soapy water to wash dishes?
- Why should you close cupboard doors?
- Why do you keep the handles of kettles pointed to the back of the range?

Point value four

- How do you disconnect an appliance with a heating element?
- I am washing dishes. I do not like the music playing on the radio. I want to change the station. What should I do?
- I am frying bacon. The grease catches on fire. I do not have any baking soda. What can I do to put out the fire?
- I want to buy a toaster. There is a toaster on sale at the discount store. It does not have the UL label. It does not cost as much as a toaster with the UL label. Which toaster would I buy?
- I am washing dishes. I do not have many dishes so I will put all of the dishes, silverware, glasses, and sharp knives at one time. I cut myself on the sharp knives. How can I keep from cutting myself?
- I am helping my mother make supper. My little brother Jimmy is playing in the kitchen. Some one is knocking at the door. Mom goes to see who is there. Jimmy reaches up to the kettle of stew on the range. I have to run to move the kettle so he does not spill the stew and burn himself. What can I do so this does not happen again?

SING A SONG

DRINK YOUR MILK

(Tune: Row, Row, Row Your Boat)

Drink, drink, drink your milk
 Drink it every day.
 Merrily, merrily, merrily, merrily
 It helps you on your way.

Eat, eat, eat your meat
 Eggs or beans each day.
 Protein will help you grow
 Each and every way.

Chew, chew, chew your fruit
 And vegetables each day.
 They give you lots of vitamins
 To help you work and play.

Spread, spread, spread your bread
 Put on it what you wish
 Peanut butter, jelly too
 Make it so delish.

Taste, taste, taste your food
 At every single meal.
 Then you'll have your basic four
 And healthy you will feel.

THE MORE WE GET TOGETHER

Oh, the more we get together,
 Together, together,
 The more we get together
 The happier are we.
 For your friends are my friends,
 And my friends are your friends.
 The more we get together
 The happier we'll be.

So come, let's eat together,
 Together, together,
 So come let's eat together
 And happy we'll be.
 For my food is your food
 And your food is my food.
 Let's sing and eat together
 In sweet harmony.

ROUND

(Tune - Are You Sleeping?)

Breakfast's ready, breakfast's ready
 Sister Sue, Sister Sue
 We are having pancakes,
 We are having pancakes,
 Just for you. Just for you.

Breakfast's ready, breakfast's ready,
 Brother Bill, Brother Bill
 Scrambled eggs and bacon,
 Scrambled eggs and bacon,
 Eat your fill. Eat your fill.

Come to breakfast, come to breakfast
 On the run, on the run.
 Fruit and milk and muffins,
 Fruit and milk and muffins,
 For everyone. Everyone.

JINGLES WITH FOOD NUTRIENT NAMES

1. Nutrient Song (Pronounce the names niacin and thiamine fast as if they were just two syllable words). (Tune "Reuben, Reuber.")

Proteins, fats and carbohydrates,
Vitamins A and C and D,
Iron and Calcium -- riboflavin,
Niacin, thiamine -- vitamins B.

2. Clap Chant. Recite the words together and clap on each underlined syllable. The first time, go very slowly like the choo----choo----choo---- of a train just beginning to get up steam. The second time go faster like a train picking up a little speed. (Choo, choo, choo, choo, choo, choo, choo.) The third time go still faster. As a variation, try it with the first line very slow and then pick up speed on each line.

Niacin's a vitamin and thiamin is one too,
Riboflavin, A, C, D, are others good for you.
Fats and carbohydrate foods give us pep to go
Protein, iron and calcium will help us all to grow.

3. Jingle Jangle. Sing to the tune of "Solomon Levi", or recite the words and clap the accents. Give this one a galloping rhythm (tum-i-ty tum-i-ty, tum-i-ty tum.) Draw out the "Oh" at the end of the verse to give the song more swing.

Riboflavin, thiamine, and also niacin,
A and C and also D are needed vitamins,
Proteins, carbohydrates, fats will help us get along
Minerals, iron and calcium will keep us well and strong. Oh-h-h

Chorus:

You think you're eating peanuts, chili, corn and cheese
You're really eating nutrients with funny names like these.

Repeat verse:

QUART	TEASPOON
MEASURING SPOONS	SPATULA
TABLESPOON	LEVEL
SIFTER	CUP
PINT	

Key To Measuring Puzzle

<u>Across</u>	<u>Down</u>
1. Teaspoon	2. Measuring spoons
3. Spatula	4. Level
5. Pint	6. Tablespoon
7. Cup	9. Quart
8. Sifter	

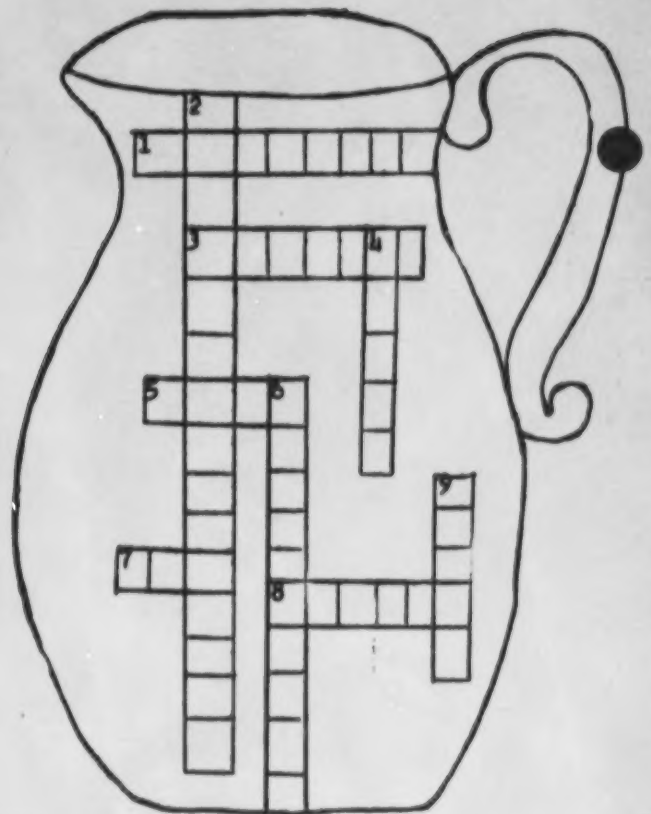
Crossword Puzzle On Measuring

Across

1. One-third of a tablespoon.
3. A piece of equipment used to level dry ingredients.
5. Equal to two cups.
7. Sixteen tablespoons are in this measure.
8. To mix baking powder and flour together thoroughly use this piece of equipment.

Down

2. Measuring tools that come in a set.
4. To even off the top with a straight edge.
6. Three teaspoons are in this measure.
9. Two pints or 4 cups make a _____.



BASIC FOUR PUZZLE

Key to Basic Four Puzzle

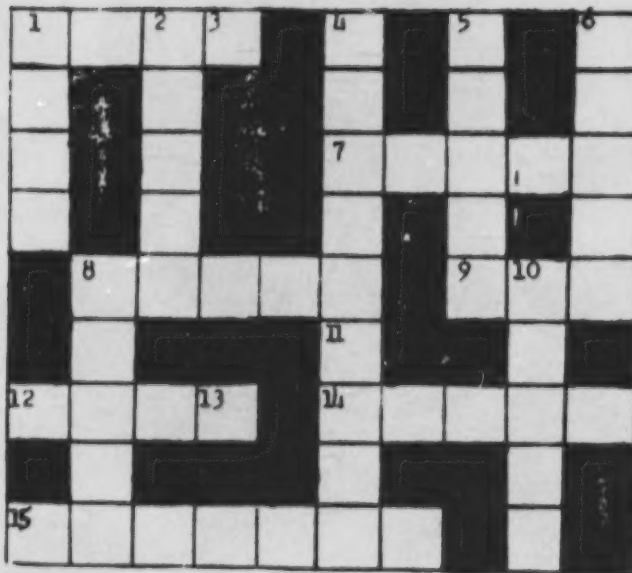
ORANGES	VEGETABLE	BACON	FOOD
B	A	C	D
FRUIT	LIVER	FLOUR	ALONE
DAY	GREEN	BREAD	MILK
CANDY	MEAT		

Across

- | | |
|----------|-------------|
| 1. Milk | 11. A |
| 5. B | 12. Food |
| 7. Green | 14. Bacon |
| 8. Fruit | 15. Oranges |
| 9. Day | |

Down

- | | |
|--------------|-----------|
| 1. Meat | 6. Candy |
| 2. Liver | 8. Flour |
| 3. C | 10. Alone |
| 4. Vegetable | 13. D |
| 5. Bread | |



ACROSS

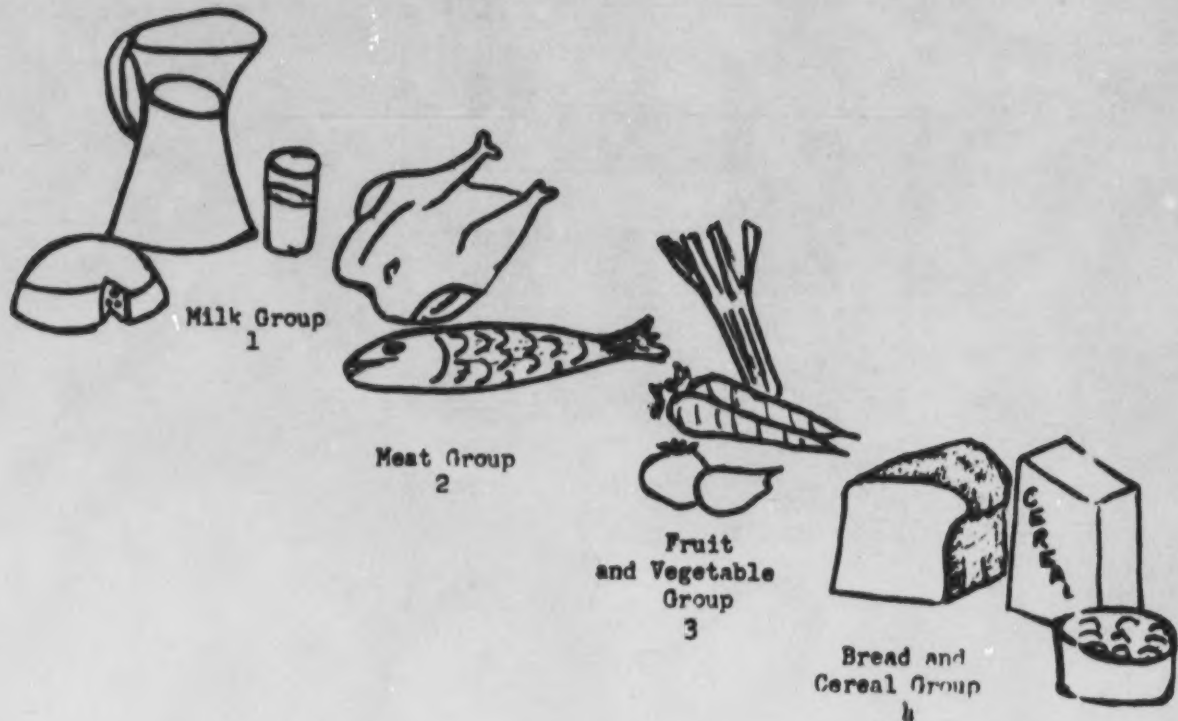
- _____ helps build bones and teeth.
- _____ vitamins include niacin, thiamine, and riboflavin.
- Lettuce is a _____ and leafy vegetable.
- A lemon is a citrus _____.
- Eat the Basic Four every _____.
- Vegetables such as broccoli, leafy greens, carrots, and sweet potatoes are rich in vitamin _____.
- _____ affects growth.
- _____ is a kind of pork.
- _____ are rich in Vitamin C.

DOWN

- Two or more servings of _____ are needed daily.
- Iron is contained in many foods. One is _____.
- Vitamin _____ helps to hold body cells together and is needed to heal wounds.
- Carrots are a _____ high in Vitamin D.
- Enriched _____ gives us vitamins, minerals, and energy.
- _____ is an empty calorie food.
- Usually baking takes more cups of _____ than any other ingredient.
- Man does not live by bread _____.
- Vitamin _____ is called the "sunshine vitamin."

FIND THE FOOD GROUP PUZZLEKey to Puzzle

2 Roast	3 Lettuce	3 Carrot
4 Roll	2 Fish	2 Ham
3 Peas	2 Liver	3 Apple
1 Ice cream	1 Cheese	3 Banana
3 Potato	4 Oatmeal	1 Chocolate milk
2 Turkey	2 Egg	3 Peach
3 Green beans	1 Lemon	2 Meat loaf
4 Rice	4 Corn flakes	3 Grapes
4 Bread	3 Tomato	2 Frankfurter
3 Orange	1 Milk	

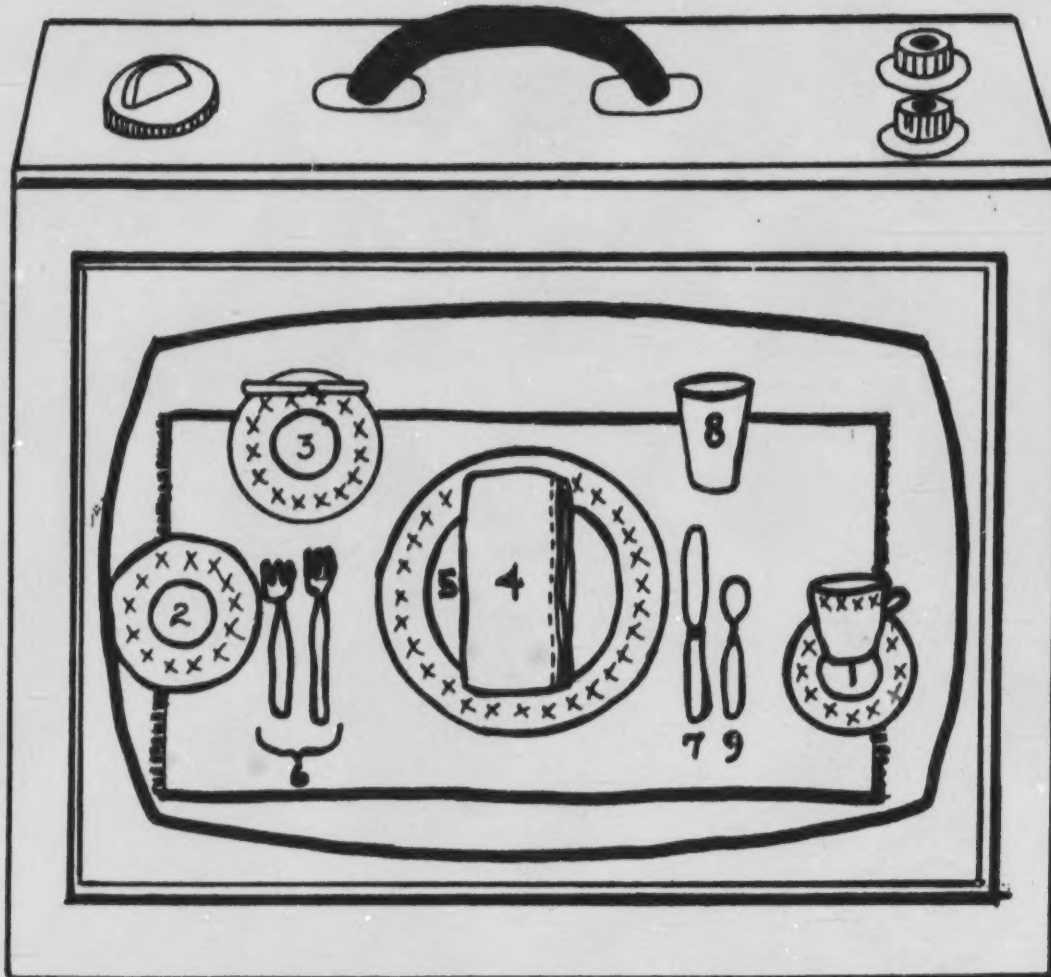
Directions:

Each one of these foods is in one of the four food groups. Write the number 1, 2, 3, or 4 in the blank to represent the food group.

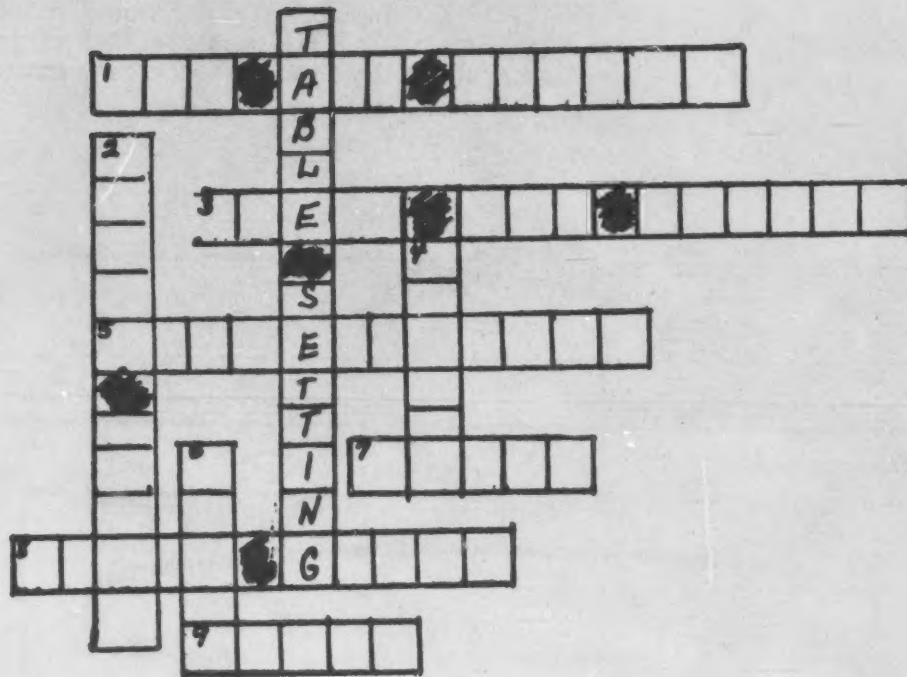
___ Roast	___ Lettuce	___ Carrot
___ Roll	___ Fish	___ Ham
___ Peas	___ Liver	___ Apple
___ Ice Cream	___ Cheese	___ Banana
___ Potato	___ Oatmeal	___ Chocolate milk
___ Turkey	___ Egg	___ Peach
___ Green beans	___ Lemon	___ Meat loaf
___ Rice	___ Corn flakes	___ Grapes
___ Bread	___ Tomato	___ Frankfurter
___ Orange	___ Milk	

NUTRITION AND FOODS**"WATCH THAT SET"**

Look at the picture of the table setting. Find the number on the table setting and fill in the blanks on the puzzle with the item of that number. (The correct answers and explanation are on a succeeding page.)



WATCH THAT SET PUZZLE



Across:

1
3
5
7
8
9

Down:

2
4
6

Answers On Next Page

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ANSWERS



CUP AND SAUCER

A cup and saucer is correctly placed to the right, in line with the middle of the plate.

2.



SALAD PLATE

The salad plate may be placed to the left of the forks or just above the dinner plate.

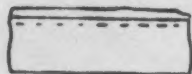
3.



BREAD AND BUTTER

A bread and butter plate has its place just above the tip of the fork.

4.



NAPKIN

A napkin is placed at the left of the place setting or on the plate.

5.



DINNER PLATE

Space dinner plates evenly and directly opposite each other, 1 inch from the edge of the table and at least 18 inches apart.

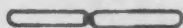
6.



FORKS

Forks are placed to the left of the plate and placed an inch from the edge of the table or place mat.

7.



KNIFE

Knives are placed at the right of the plate. The sharp edge of the knife is always turned toward the plate.

8.



WATER GLASS

A water glass is placed just above the tip of the knife blade.

9.

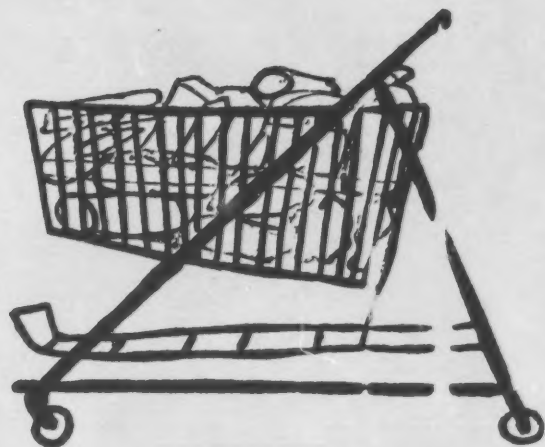


SPOON

Spoons are placed at the right of the plate. Place knives, forks, and spoons in the order in which they will be used from the outside in toward the plate.

BULLETIN BOARD IDEA

MAKE A LIST BEFORE YOU SHOP



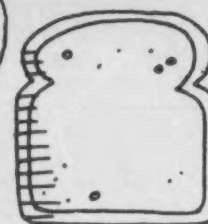
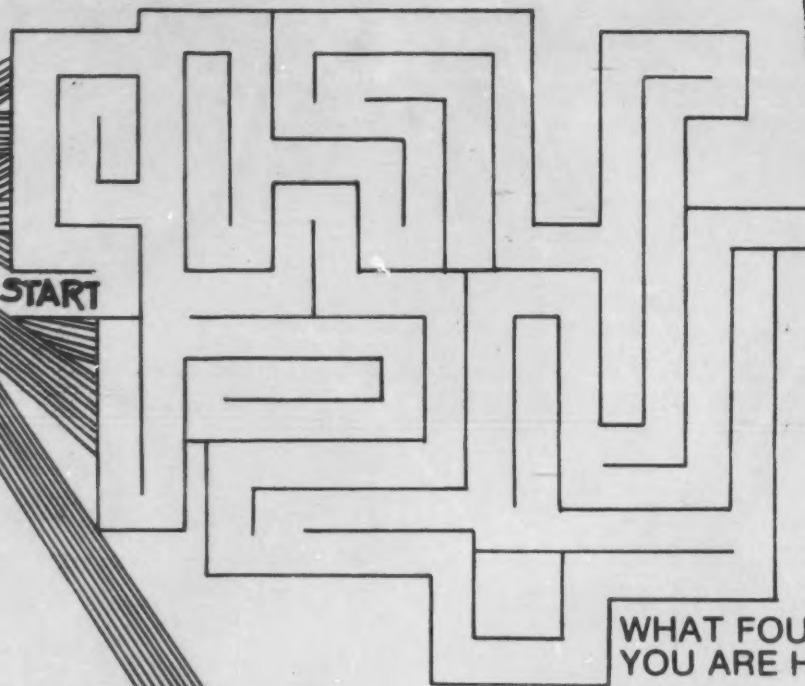
196

**IT WILL SAVE YOU.....
TIME, MONEY, ENERGY**

THE SUN HAS JUST COME UP IN THE MORNING. HE WANTS TO SEE WHAT YOU ARE HAVING FOR BREAKFAST. HELP THE SUN FIND HIS WAY.



START



WHAT FOUR FOODS WILL THE SUN SEE YOU ARE HAVING FOR BREAKFAST?

1. _____

2. _____

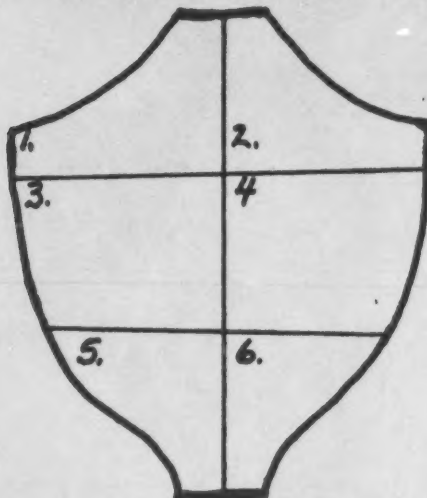
3. _____

4. _____

SELF CONCEPT

VALUES CLARIFICATION--DECISION MAKING
SELF-CONCEPT

1. Personal Coat of Arms - Enlarge coat of arms. After students complete activity on poster board, laminate.



Students draw or find magazine pictures or describe in writing the following areas:

OPTION #1:

1. Your greatest achievement
2. Your family's greatest achievement
3. What others can do to make you happy
4. Greatest personal failure
5. What you would do if you were guaranteed success and had only one year to live
6. Three things you would like said if you died today.

OPTION #2;

1. Something I'd like to own or have
2. Clothes I like to wear
3. Places I like to go
4. Foods I like
5. My feelings about my family
6. My ambition for the future

SUGGESTION: Create a personal profile and one of a friend.

Adapted from Simon, Values Clarification

HANDLING EMOTIONS

Make a list of emotions on board or on poster paper in different colored pens.

State a situation which might cause each emotion. Tell an acceptable and unacceptable way to handle each.

Find cartoons to represent each emotion.

Make a collage of cartoons. (Happiness, anger, sorrow, fear, loneliness, excitement)

SELF CONCEPT -

Have a short study on definitions of these words: values, abilities, hobbies, dependable, ambitions, goals, improve.

Find words from newspaper or magazine which best describe self.

Have students draw profile of each other.

Make a collage of words which best describe self on the profile.

CLASS AWARDS

On the last day in class have Class Awards Day. Give each student an award for some personal attribute.

- | | |
|----------------------|----------------------|
| 1. Most lovable | 16. Most beautiful |
| 2. Most improved | 17. Most considerate |
| 3. Most talkative | 18. Most outgoing |
| 4. Most cooperative | 19. Most positive |
| 5. Most intelligent | 20. Most confidence |
| 6. Most retiring | 21. Most modest |
| 7. Most affectionate | 22. Most reformed |
| 8. Most openness | 23. Most inspiring |
| 10. Most punctual | 24. Sweetest |
| 11. Most gentlemanly | 25. Friendliest |
| 12. Most ladylike | 26. Quietest |
| 13. Kindest | 27. Neatest |
| 14. Best dressed | 28. Busiest |
| 15. Most handsome | 29. Prettiest hair |
| | 30. The peace maker |

DIRECTIONS FOR USING FLASH CARDS

Flash cards can be used to teach any subject on most grade levels. The letters on the flash cards should be large enough for the whole class to see. Basic concepts of the lesson can often be put on flash cards.

An advantage of using flash cards for presenting classroom material is that information can be presented in an orderly sequence while facing the class. When using the chalkboard, the teacher cannot face the class while presenting the information.

Each card should present one idea. Cards should be organized to encourage group discussion. Questions can be presented on cards as well as by statements.

Materials for making flash cards for the entire classroom include 12" x 18" cardboard and cardboard inserts for shirts from the laundry. Colored felt-tip pens are desirable.

Flash Cards on HONESTY IN RELATIONSHIPS

Each of the following phrases is on a separate card

Can you and I be honest with each other?

Do you ever question what honesty is all about?

Two kinds of honesty....One fits the situation and convenience...and the other feels right inside.

Don't be phony with me...Let's be real.

I'm no mind reader...Show me your feelings.

Nothing but honesty of feelings shared will survive and grow.

Two kinds of dishonesty..One is the out and out lie...And the other is denial of your feelings.

I feel your dishonesty and it makes me hold my real self from you.

Denial is...silence...withdrawal...just the facts...saving your own neck...ignoring your own pain...preventing embarrassment.

Denial of real feelings is inconsistent with loving people and growing... It destroys love.

Dishonesty is a cage.

Can you be honest with your feelings?
Of course you might get hurt.

It takes courage to speak from your heart.
Take the risk.

But it feels good to be honest when it happens...You feel clean and free.

Nothing is held back.

Remember when I open myself to you I'm all I've got.

Am I believeable?

SELF CONCEPT

SMILE TODAY

EMH TMH

What is a smile? It is an upward curve on a face, like this picture shows.

Turn the picture upside down to see a frown. It takes 73 muscles to frown and only 14 to smile. So, you should smile and give your face a rest.

What happens when you smile at someone?

Chances are he will smile back at you.

"The world is like a mirror
Showing what you do.
And if your face is smiling
It smiles right back at you."

Smile at 10 people each day and you'll be happier.



A cheerful heart and smiling face
Can pour sunshine in the darkest place.

CAREERS

FIELD TRIP EXPERIENCES FOR HOME ECONOMICS CAREERS

After class discussion on careers in areas of foods, clothing, housing, sales, grooming, etc., plan a field trip to related businesses.

(Suggest one trip for each unit during or at the end of the unit.)

1. Food production
2. Grocery Store
3. Fabric Store
4. Furniture Store
5. Mobile home sales
6. Beauty or barber shop
7. Garment manufacturing
8. Laundering or dry cleaning

EVALUATION:

Name _____

Date _____

Name of Business visited _____

What they did _____

What I liked best _____

Job I would consider _____

PLAY "20 QUESTIONS"

Make up slips of questions which are asked on job applications. Students draw from a box and answer questions without looking. (E.G. Student's own social security number, name of last employer, Mother's work phone). Student draws until he misses.

RESTAURANT
(Front of the House Careers)

Waiter/waitress

Host/Hostess

Cashier

Busboy/busgirl

Functions Manager

Wine Steward

Bar Manager

General Manager

PUBLIC SERVICE CAREERS

Caterer

Fast Foods Manager

Club manager

Home Economist

Home Economics Teacher

Food or Equipment Demonstrator

RESTAURANT
(Back of the House Careers)

The Food Preparation Team

Dishwasher

Sanitation Worker

Kitchen Helpers

Inventory Steward

Sandwich Maker

Salad Maker

Vegetable Cook

Soup and Sauce Cook

Broiler Cook/Roast Cook

Executive Chef

Menu Planning

OCCUPATIONAL OUTLOOK--FOOD SERVICE

JOB TITLE: _____

LOCATION : _____

BASIC RESPONSIBILITIES: _____

WORK FUNCTIONS: _____

REQUIRED PHYSICAL, ACADEMIC OR SOCIAL SKILLS: _____

WORKING CONDITIONS AND HOURS: _____

REWARDS AND SATISFACTIONS: _____

SALARY AND BENEFITS: _____

SPECIAL VOCABULARY (WORDS RELATED TO THE JOB): _____

OCCUPATIONAL OUTLOOK--FOOD SERVICE

NAME _____

CLASS/SECTION _____

APPEARANCE AND PERSONALITY

Read each statement and check (✓) the appropriate answer.

Always/Sometimes/Rarely

I follow instructions and directions carefully.	_____	_____	_____
I do all my assignments to the best of my ability.	_____	_____	_____
I accept criticism and learn from my mistakes.	_____	_____	_____
I arrive on time for class.	_____	_____	_____
I can work according to a schedule.	_____	_____	_____
I enjoy working with people.	_____	_____	_____
I enjoy working with my hands and machines.	_____	_____	_____
I work well under pressure.	_____	_____	_____
My work is well organized, accurate and orderly.	_____	_____	_____
I have a courteous and friendly attitude toward others.	_____	_____	_____
My clothes are clean and pressed.	_____	_____	_____
My hair is clean and well groomed.	_____	_____	_____
My fingernails are short and well groomed.	_____	_____	_____
I use correct English in writing and speaking.	_____	_____	_____
I am in good health.	_____	_____	_____

Work Experience

List any summer, part-time or volunteer jobs you have had:

List at least two jobs or careers related to Food Service

First _____

Second _____

Third _____

INTRODUCTION

TEXTILES AND CLOTHING

In this unit you will find activities related to clothing. Occupations in these areas offer excellent opportunities for men as well as women. Textile materials such as cotton, wool, and leather are grown or produced on farms, before they are processed in factories, distributed to stores, and sold to the consumer. Workers range from those in the production end such as loom or sewing machine operators, to those involved in displaying, advertising, or selling, to those involved in the care, alteration and repair of finished products.

You can learn a great deal more on the high school level about clothing and textiles. Beyond the high school level, trade or technical schools and colleges and universities offer courses in textiles and clothing. The following list gives some of the occupations related to this area.

Occupations Requiring High School Training

Worker in a garment factory
Worker in a laundry
Salesperson in a store
Fashion model
Sewing machine repairman
Fitter or seamstress in clothing alterations
Tailor
Clothing service aide

Occupations requiring advanced training

Research assistant in textile lab
Textile designer
Buyer for department store
Manager of clothing store
Fashion coordinator
High school clothing teacher

(This is an example of introducing various occupations in a textile unit.)

Name _____

Date _____

Period _____

Textiles

Communications and transportation

Activity: Locating textile companies in the _____ area.

Preview:

1. Have you ever located a company by using the yellow pages in your phone directory? _____
2. Have you used a city map to find the location of a company after finding the address? _____

Equipment and Materials

Telephone directory

City map

Pencil and paper

Instructions: (check each item as completed)

- ____ 1. Use the telephone directory. Look under TEXTILES in the yellow pages.
- ____ 2. List the names, phone numbers and street addresses of the textile companies in the _____ area (Use back of this paper.)
- ____ 3. If you wanted to work for one of these companies how would you use this information to help you get a job?
- ____ 4. Use the city map. Find the locations of the streets of these companies. Would locating the street be necessary if you were applying for a job? _____
- ____ 5. If you did not have a car available, how would you get to the company? _____

MISCELLANEOUS

MISCELLANEOUS

SPECIAL HINTS

1. Evaluation

The most effective tests for EMH, EH, and L.D. are objective, using a low-level vocabulary and short, brief sentences. Oral or audio-taped tests may be necessary.

2. Interpersonal Relationships

Any acceptable physical contact, such as a gentle hand on the shoulder and a pat on the hand, helps to build a good relationship with most special students.

3. Subject Areas

Relate each subject area to the world of work, concentrating on local employment potential. Invite resource persons to present careers in specific areas, such as nurses aid, alterations seamstress, and steam presser.

4. Classroom Management

To improve the self-concept of special needs students, assign specific activities such as collecting papers and watering plants. When discipline problems arise, students can be taught personal responsibility for their actions, e.g. through completion of the form, "I am Always Responsible for My Actions." This serves a dual purpose: (1) It removes the student from the problem situation and (2) it provides a future reference for conferences.

DATE _____

I AM ALWAYS RESPONSIBLE FOR MY ACTIONS

"WHAT HAPPENED"

I, _____, am filling out this form
because of what happened. I _____

Did what happened help me? _____

What I could have done was _____

What I can do in the future _____

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WEEKLY RATING CHART

NAME _____ SCHOOL _____

SCHOOL YEAR _____ INSTRUCTOR _____

RATING:

1. YES
2. NO
3. SOMETIMES

[illegible]

MINDS ARE LIKE PARACHUTES --



THEY OPERATE ONLY WHEN OPEN

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UNIT PLANNING SHEET

Area: _____ Handicap: _____

Unit: _____

I. All Students Need to Learn:

II. Problems of Students with Special Needs in Achieving the Above:

III. Suggested Solutions to the Problem:

HOME ECONOMICS WORK HABITS

DATE _____

- | | |
|--------------------------|----------------------|
| 1. ON TIME FOR CLASS | 4. ACCOMPLISHES TASK |
| 2. WASHED HANDS | 5. WORKS QUIETLY |
| 3. COOPERATIVE/ATTENTIVE | 6. CARE OF EQUIPMENT |

[illegible]

VEGETABLE PRINTING

All students can produce work in the technique called vegetable printing. For vegetable printing the students should select pieces of vegetables with a hard consistency such as cabbage, carrot, potato or celery. The pieces should be large enough for the student to grasp easily and should be cut flat on one end or side. All the student needs to do is dip the flat end of the vegetable into watercolor, tempera paint or colored ink and then dab it on a sheet of newsprint. The student in the manipulative state at first dabs at random but later controls the pattern and develops a rhythmic order of units. Fruit rinds or scraps of sponge of various kinds may also be used in printing.

The next step in control and technique is cutting the end of the vegetable. The best vegetable for the project is a crisp potato, but carrots are also suitable. The potato should be sliced in half and the design cut into the flat side with a knife. If a design of a different shape is wanted, the printing surface can be trimmed into a square. Tempera may then be painted over the designed end after which printing on paper may begin.

The chief task is to encourage every student to explore the numerous possibilities of the process.

S. C. Learning Resource Center
Oak St. Waverly School
Columbia, South Carolina 29201

Card Issued _____

Duplicate Issued _____

APPLICATION FOR LIBRARY CARD

Date: _____

Mr. _____

Miss _____

Mrs. _____

Dr. _____

Social Security No.: _____

School _____

Principals Name _____

School Address _____

Home Telephone _____

Occupation

____ Teacher
____ Psychologist
____ Counselor
____ Therapist

____ Supervisor/Administrator

____ Student

____ Other (specify)

Note: This library is open to all South Carolina teachers of handicapped students

BILL OF SALE OF MOTOR VEHICLE

BILL OF SALE OF MOTOR VEHICLE

KNOW ALL MEN BY THESE PRESENTS: That in consideration of:

_____ DOLLARS (\$_____) the receipt of which is hereby acknowledged, I/we do grant, sell, transfer and deliver unto _____, his her or their heirs, executors, administrators and assigns the following described motor vehicle:

Make	Type	Model
_____	_____	_____
with _____	_____	_____
(Motor Number)	(Serial Number)	(Body Number)
_____	_____	_____
(License Number)	(State of)	_____

To have and to hold the said vehicle forever, and the said grantor hereby warrants that said vehicle, including its tires, battery and all other equipment is free of all liens and encumbrances, except: _____

Dated at _____ this _____ day of _____, 19____.

(Seller)

(Address)

Sworn to and subscribed before me this the _____ day of

_____, 19____.

(Notary Court Clerk or Notary)

(Seal)

My commission expires: _____

FINANCING A CAR

If you cannot pay cash for the purchase of a car, you will want to finance it with a company or bank. Below is a typical statement of what you would fill in.

PURCHASER'S STATEMENT

Purchaser _____

Address _____

Age _____ Single _____ Number of _____ Monthly
Married _____ Dependents _____ Income _____

Bank _____ Real Estate _____
Owned _____ Value _____ Mortgage _____

Driver's License Number _____ Date of Birth _____

Present Employer _____ Business Address _____

What Position _____ How long employed? _____

Previous car purchased from _____

Former notes carried by _____ Wife employed _____

CREDIT REFERENCES

List below loan or installment obligations now owning or recently paid (if none, state none)

Name	Address	Unpaid Balance	Amount Monthly Installments

Other Trade References

- 1.
- 2.

Well known personal references-- such as doctors, ministers, teachers

IN CASE OF ACCIDENT

CAR ACCIDENT

1. Call the police --DO NOT MOVE YOUR CAR
2. Exchange credentials, get names of all witnesses

Owner's name _____

Address _____

Owner's Insurance Company _____

Name of Operator _____

Address _____

License Number _____

Car Make _____ Type _____ Year _____

Time of Accident _____ Weather _____

Road Conditions _____

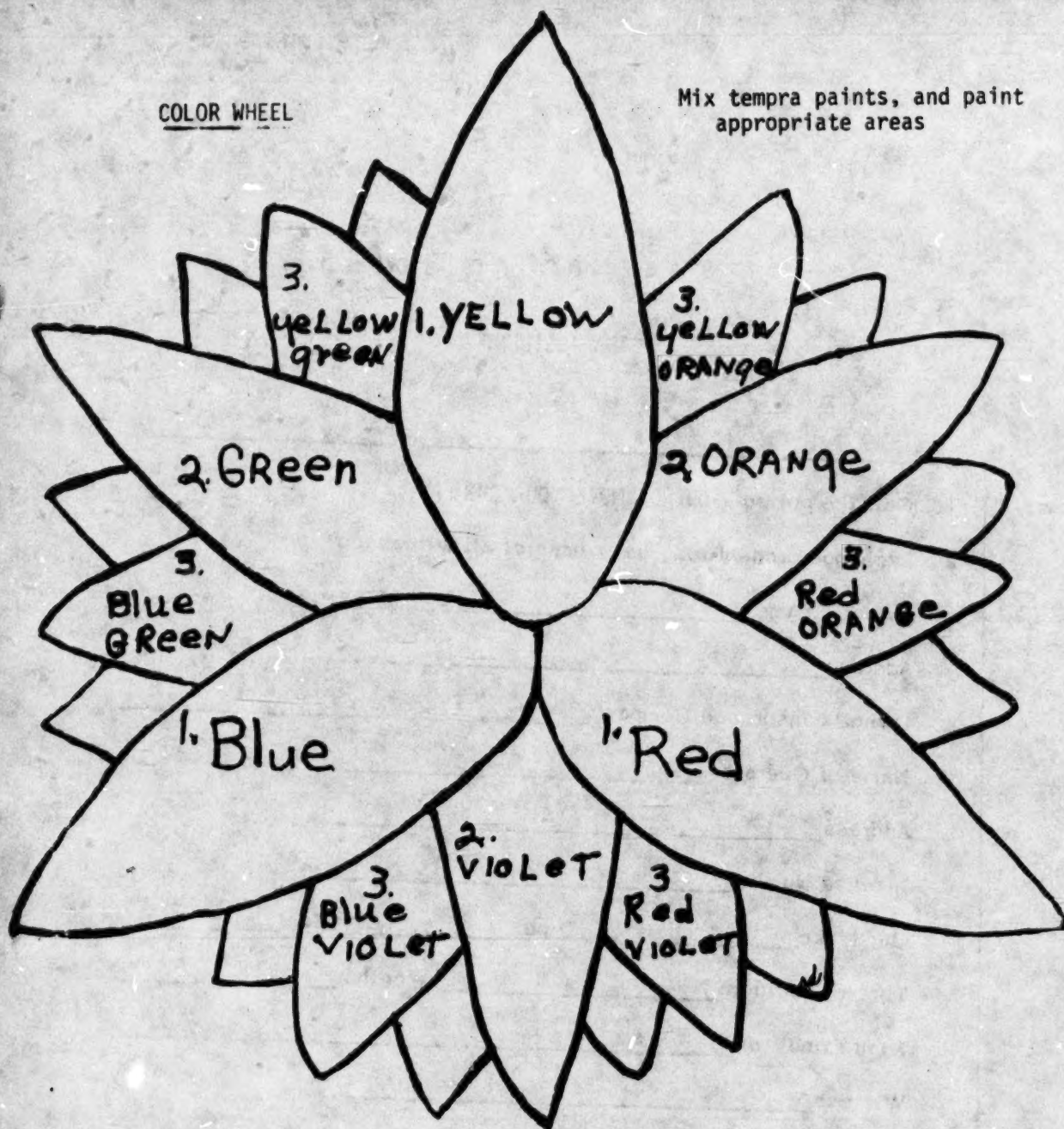
Witness _____

Address _____

3. Draw a diagram showing the position of vehicles.

COLOR WHEEL

Mix tempera paints, and paint appropriate areas



1. PRIMARY COLORS: Yellow, blue and red. The three basic colors from which all other colors are made.
2. SECONDARY COLORS: Orange, violet, and green. Made by mixing equal amounts of two primary colors.
3. INTERMEDIATE COLORS: Yellow-green, blue-green, blue-violet, red-violet, red-orange, yellow-orange. Made by mixing one primary and one secondary color.

Warm colors are reds, oranges and yellows.

Cool colors are the blues, greens, and violets.

Neutrals are the tans and greys blue brown, black and white.

Every main color has many different tints and shades.

RESOURCE PERSONS, AGENCIES, AND COMPANIES

- VI American Foundation for the Blind, Consumer Products Department, 15 West 16th Street, New York, New York, 10011.
Materials available: catalogs - Products for people with vision problems and Aids and appliances for the blind and visually impaired.
- EH, TMH, Avon Consumer Educational Services, Avon Products, Inc.,
EMH 9 West 57th Street, New York, New York, 10019. Materials available: teaching kit and samples.
- EH, TMH, B.F.A. Educational Media, 2211 Michigan Avenue, P.O. Box 1795,
EMH Santa Monica, California, 90406. Materials available: sewing series filmstrips.
- General B'nai B'rith and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036. Phone 202-393-5284. Information about disabling conditions and career options, formal education and psycho-social services, quarterly publication and films.
- EH, TMH, Butterick Publishing, 161 Sixth Avenue, New York, New York
EMH 10013. Materials available: catalog.
- EH, TMH, Cebco Standard Publishing, Basic skills in shopping.
EMH 9 Kulick Road, Fairfield, New Jersey, 07006.
- EH, TMH, Changing Times Education Service, St. Paul, Minnesota.
EMH Materials available: catalog of workbooks and games.
- General Clemson University Cooperating with the United States Department of Agriculture, Extension Service, Wayne O'Dell, Director, Clemson, South Carolina.
- VI Cooperative Extension Service, Max C. Fleischmann, College of Agriculture, University of Nevada, Reno, Nevada.
- EH EMC Corporation, 180 East Sixth Street, St. Paul, Minnesota, 55101. Materials available: Consumer Education Series 1.
- EH, TMH, ERIC Clearing House on Handicapped and Gifted Children,
EMH 1920 Association Drive, Reston, Virginia, 22091, Phone 800-366-3728.
- LD, TMH, Frank E. Richards Publishing Company, Inc., 330 First Street,
EMH Box 370, Liverpool, New York 13088. Materials available: high interest-low vocabulary student workbooks.
- EH, TMH, General Mills, Inc., Educational Division, Minneapolis,
EMH Minnesota, 55460. Materials available: filmstrips.

- General Girl Scout Association, Congaree Area Girl Scouts, Main Street, Columbia, South Carolina.
- EH, TMH, ~~EMH~~ Ginn and Company, Lexington, Massachusetts 02173. Let's get it together Series, 1974 (Life skills-low reader).
- EH, EMH, LD Janus Book Publishers, 3541 Investment Blvd., Suite 5, Hayward, California 94545. Materials available: student workbooks.
- EMH, TMH Junior League of Spartanburg, Inc., P.O. Box 2881, Spartanburg, South Carolina 29304. Materials available: The cooking kit (cookbook).
- EMH, TMH Life Skills Company, 380 Maple Avenue, West Vienna, Virginia. Materials available: catalog.
- Vs Lolb, G. Braille and Non-Braille Labels, 2002 Forest High Drive, Silver Spring, Maryland. Phone 301-434-7748.
- EMH, TMH Lear Seigler, Inc., 6 Davis Drive, Belmont, California, 94002. Pacemaker Series - student workbook.
- General March of Dimes, The National Foundation, Box 2000, White Plains, New York, 10602. Also, contact local chapter.
- TMH, EMH McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York, 10017. Materials available: food preparation series film loops, The Nutrition Series (films, kit).
- EMH Media Materials, Inc., 2936 Remington Avenue, Baltimore, Maryland, 21211. Household mathematics.
- TMH, EMH Minnesota Instructional Materials Center, 3300 Century Avenue, North White Bear Lake, Minnesota, 55110. Materials available: annotated bibliography of pre-vocation and vocational materials for special needs students: reading/math/survival skills.
- General Montgomery Ward and Company, Consumer Information Services Department, One Montgomery Ward Plaza, Chicago, Illinois, 60671. Materials available: Consumer education: Teacher's guide and spirit masters. Free.
- HI National Technical Institute for the Deaf. Public Information Office, Rochester Institute of Technology, One Lomb, Rochester, New York. 14623. Include stamped, self-addressed envelope.
- EMH, TMH New Jersey Vocational-Technical Curriculum Laboratory, Rutgers, The State University, 4103 Kilmer Campus, New Brunswick, New Jersey 08903. Materials available: curriculum materials catalog.

- TMH, EMH Proctor and Gamble Company, Supervisor Educational Services, P.O. Box 599, Cincinnati, Ohio, 45201. Let's concentrate on you, a teaching unit on personal grooming.
- General Resource Center for S.V.E. Teacher Curriculum Development Center, University of Kentucky, Lexington, Kentucky 40506. Materials available: learning packages.
- TMH, EMH Rubbermaid Incorporated, Home Service Center, Wooster, Ohio 44691. Information on equipment and dishwashing. Filmstrip.
- EH, EMH Sears, Roebuck and Company, Consumer Information Services, Department 703, Sears Tower, Chicago, Illinois. Material available: learning aids.
- HI South Carolina Association of the Deaf, c/o Albert Gibson, President, 1645 Woodford Road, Columbia, South Carolina, 29209. Phone 803-776-4184 or 803-244-7523. (Information, referral, vocational guidance, daily living skills)
- VI South Carolina Commission for the Blind, 1430 Confederate Avenue, Columbia, South Carolina. Contact Lyn Smith or Irene Walker.
- General South Carolina Department of Education, Office of Programs of Handicap, 1429 Senate Street, Columbia, South Carolina. Phone 803-758-7432.
- EH, TMH, EMH South Carolina Educational Television, Columbia, South Carolina. Mulligan Stew: guidebook distributed by National 4-H Service Committee.
- General South Carolina Learning Resource Center, Eugenia Martin, 1225 Oak Street, Waverly Annex, Columbia, South Carolina. Materials for special needs students.
- VI, OH South Carolina State Library, Division for the Blind and Physically Handicapped, 700 Knox Abbott Drive, Cayce, South Carolina, 29033. State wide toll free number: 1-800-922-7818. (Any book found in public library on tape or flexible discs on free loan. Audio equipment and recording services available free of charge.
- EH, EMH, TMH Unigraph, 1428 Harvard Avenue, P.O. Box 24287, Seattle, Washington, 98124. Materials available: low vocabulary duplicator books on checking accounts, budgeting, comparison shopping, housing, advertising.

- HI United States Department of Education, Washington, D.C.
Captioned Films and Telecommunications Branch, Handicapped
Learner Materials Distribution Center, Catalog of Educational
Captioned Films for the Deaf.
- EH Xerox Educational Division, Consumer Education Series,
Lexington, Massachusetts, 02173. Materials available:
programmed learning.

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RESOURCE BOOKS

- General Borden B. Food safety and sanitation. Gregg Division, McGraw-Hill Book Company, New York, New York, 1979.
- TMH, Brinkley, J., Chamberlain, V. and Champion, F. Teen guide to homemaking, Fourth Edition. Webster Division, EMH McGraw-Hill Book Company, New York, New York, 1977.
- General Cotter, S. B. & Guerra, J. J. Assertion training: A humanistic-behavioral to self dignity. Research Press, Champaign, Illinois, 1976.
- VI Davidow, M. E. A guide for social competency: Course of study for the visually handicapped. Instructional Materials Reference Center. American Printing House of the Blind, Louisville, Kentucky, 1974.
- TMH, Dogin, Y. Teenagers at work. Frank E. Richards Publishing EMH Company, Inc., Phoenix, New York.
- TMH Dunn, M. & Peeler, M. Living, learning, and caring. EMH Ginn and Company, Lexington, Massachusetts, 1976.
- VI Easy ways to delicious meals. Volunteer Services for the Blind, Philadelphia, Pa.
- General Ferreirn, N. J. The mother-child cookbook. Pacific HI Coast Publishers, Menlo Park, California.
- EMH Klasky, C. The amazing adventures of Harvey Crumbaker. LD Skills for Living Unit 1 and II. Lakeshore Curriculum Materials Company, Carson, California, 1978.
- EH Kowtaluk, H. Discovering nutrition. Charles A. Bennett EMH Company, Peoria, Illinois, 1980.
- General Lewis, D., Banks, A. & Banks, M. Teen horizons. MacMillan Publishing Company, Inc., New York, New York, 1970.
- TMH Sasse, C. Discovering food. (Teacher and student guides). EMH Charles A. Bennett Company, Inc., Peoria, Illinois, 1978.
- TMH Schmelzel, C. Measure up. (card game) Nasco, Fort EMH Atkinson, Wisconsin.
- General Simon, S. Value clarification: A handbook of practical strategies for teachers and students. Hart Publishing Company, Inc., New York, New York, 1972.

- Speech
HI South Carolina State Department of Education. Help for children with speech and hearing problems: A handbook for teachers and parents. Columbia, South Carolina.
- EMH Spitze, H. & Rotz, P. We are what we eat. Steck-Vaughn Company, 1977. (student workbook)
- TMH Steed, F. A special picture cookbook. H and H Enterprises, Inc., Lawrence, Kansas, 1977.
- VI Tipps, E. Cooking without looking. American Printing House for the Blind, Louisville, Kentucky. (also in Braille)
- HI Udvari, S. About you and others. Family Development Series. Steck-Vaughn Company, Austin, Texas.
- LD, EH, EMH Weaver, A. Planning meals and shopping. Fearon-Pitman Publishers, Inc., Belmont, California.
- Weaver, A. & Hudson, M. Young homemakers at work series. Fearon-Pitman Publishers, Inc., Belmont, California.